

The Woman's College of
The University of North Carolina
LIBRARY



CQ
no. 300

COLLEGE COLLECTION

Gift of
Martha Duvall Carter

ACKNOWLEDGMENTS

The writer wishes to extend sincere appreciation to Dr. [Name] for his valuable suggestions, tireless assistance, and patient guidance in the completion of this study. Thanks are also expressed to [Name] whose help was invaluable and to Doctors [Name] and [Name] who served on the thesis committee.

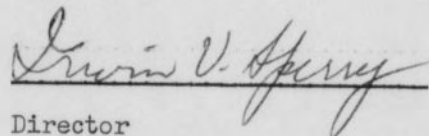
by
Martha Duvall Carter

N. C.

A Thesis Submitted to
the Faculty of the Graduate School at
The Woman's College of the University of North Carolina
in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Home Economics

Greensboro
November, 1961

Approved by


Director

ACKNOWLEDGMENTS

CHAPTER The writer wishes to extend sincere appreciation to Dr. Irwin V. Sperry, of the School of Home Economics of the Woman's College of the University of North Carolina, for his valuable suggestions, tireless assistance, and patient guidance in the completion of this study. Thanks are also expressed to Mrs. Rose M. Freedman whose help was invaluable and to Doctors Bluma Weiner and Julia Heinlein who served on the thesis committee.

M. D. C.

DATA CONCERNING THE CHILD'S SERVICE	1
ANALYSIS	2
REVIEW OF LITERATURE	3
CONCEPTUAL METHOD	4
Formulating and Responding to Questions	10
Effect of Activity Based on Responsibility	10
Needs and Change in Responsibility	11
Development	12
AT THE TIME OF G. E.	13
Physical Appearance	13
Intelligence Quotient	17
Family Information	17
Initial Parent Interview	21
Motor Contribution	25
Language Development	28

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND METHODS USED	1
Statement of the Problem	2
Purposes of the Study	2
Methods	
Data Characterizing the Child at the	
Beginning of the Study	3
Data Describing the Child's Development . .	5
Data Concerning the Child's Environment . .	6
Analysis	7
REVIEW OF LITERATURE	8
Longitudinal Method	8
Personality and Personality Traits	10
Effect of Nursery School on Personality . .	14
Trends and Changes in Personality	
Development	16
II. THE CASE OF G. R.	19
Physical Appearance	19
Intelligence Quotient	19
Family Information	22
Initial Parent Interview	22
Motor Coordination	27
Language Development	28

CHAPTER	PAGE
Problem Solving	28
Concepts	29
Sociability and Relationships with Other	
Children in Nursery School	30
Relationships With Adults in Nursery School .	33
Kindergarten Experience	34
Follow-up Parent Interview	35
Summary	36
III. THE CASE OF D. P.	38
Physical Appearance	38
Intelligence Quotient	38
Family Information	38
Initial Parent Interview	41
Motor Coordination	46
Attention Span	47
Memory	47
Language Development	47
Problem Solving	48
Concepts	48
Sociability and Relationships With Other	
Children in the First Year of Nursery	
School	49
Relationships With Adults in the First Year of	
Nursery School	50
First Year Nursery School Teacher Progress	
Report	50

CHAPTER

PAGE

Sociability and Relationships With Other Children in the Second Year of Nursery School	51
Relationships With Adults in the Second Year of Nursery School	52
Follow-up Parent Interview	52
Kindergarten Experience	54
Follow-up Parent Interview	56
Summary	57
IV. THE CASE OF S. P.	60
Physical Appearance	60
Intelligence Quotient	60
Family Information	63
Initial Parent Interview	63
Motor Coordination	66
Attention Span	67
Language Development	67
Problem Solving	68
Concepts	69
Sociability and Relationships With Other Children in the First Year of Nursery School	69
Relationships With Adults in the First Year of Nursery School	71
First Year Nursery School Teacher Progress Report	71

CHAPTER

PAGE

Sociability and Relationships With Other Children in the Second Year of Nursery School	72
Relationships With Adults in the Second Year of Nursery School	73
Second Year Nursery School Teacher Progress Report	73
Follow-up Parent Interview	74
Kindergarten Experience	77
Follow-up Parent Interview	78
Summary	80
V. THE CASE OF J. W.	82
Physical Appearance	82
Intelligence Quotient	82
Family Information	82
Initial Parent Interview	86
Motor Coordination	91
Attention Span	92
Language Development	92
Problem Solving	92
Concepts	93
Sociability and Relationships With Other Children in the First Year of Nursery School	93
Relationships With Adults in the First Year of Nursery School	95

CHAPTER

PAGE

First Year Nursery School Teacher Progress	
Report	96
Follow-up Parent Interview	96
Sociability and Relationships With Other Chil-	
dren in the Second Year of Nursery School .	97
Relationships With Adults in the Second Year	
of Nursery School	98
Second Year Nursery School Teacher Progress	
Report	99
Kindergarten Experience	99
Follow-up Parent Interview	100
Summary	102
VI. THE CASE OF M. R.	105
Physical Appearance	105
Intelligence Quotient	105
Family Information	108
Initial Parent Interview	108
Motor Coordination	112
Attention Span	113
Memory	114
Language Development	114
Problem Solving	114
Concepts	115
Sociability and Relationships With Other Chil-	
dren in the First Year of Nursery School . .	116

CHAPTER	PAGE
Relationships With Adults in the First Year of Nursery School	118
First Year Nursery School Teacher Progress Report	118
Follow-up Parent Interview	119
Sociability and Relationships With Other Chil- dren in the Second Year of Nursery School .	121
Relationships With Adults in the Second Year of Nursery School	123
Second Year Nursery School Teacher Progress Report	124
Kindergarten Experience	124
Sociability and Relationships With Other Children in Kindergarten	124
Relationships With Adults in Kindergarten . .	125
Follow-up Parent Interview	125
Summary	128
VII. SUMMARY	131
BIBLIOGRAPHY	140
APPENDIX	
Instructions Sheet for Mother	146
Instructions Sheet for Staff	148
Family Information Record	150
Physical Characteristics Blank	152
Height-Weight Blank	153

CHAPTER

PAGE

APPENDIX (continued)

Behavior Profile Record	154
Initial Parent Interview Form	155
Follow-up Parent Interview Form	163
Diary Record Blank	171
Sociability With Other Children Sheet	172
Relationships With Other Children Sheet	174
Relationships With Adults Sheet	175
Food Intake for One Week Form	176
Food Attitudes Pattern Blank	177
Sleep Pattern for One Week Form	178
Mother's Record of Child's Speech Development .	179
Mother's Record of Child's Emotional Behavior .	180

LIST OF FIGURES

FIGURE		PAGE
1	Height-Weight of G. R.	20
2	Behavior Profile of G. R.	21
3	Height-Weight of D. P.	39
4	Behavior Profile of D. P.	40
5	Behavior Profile of S. P.	61
6	Height-Weight of S. P.	62
7	Behavior Profile of J. W.	83
8	Height-Weight of J. W.	84
9	Behavior Profile of M. R.	106
10	Height-Weight of M. R.	107

I. THE PROBLEM AND METHODS USED

CHAPTER 1

INTRODUCTION, PROCEDURES, AND RELATED LITERATURE

In the past few years, perhaps no other phase of psychology has received more attention than has personality development in both its scientific and popular aspects. Various aspects of personality have been treated in every conceivable form--textbooks, experimental studies, magazine and newspaper articles, self-improvement manuals, radio talks, and advertisements. Innumerable products can be purchased which supposedly open up new horizons for personal development and improvement. According to the advertisements, any product from soap to a new house will bring to the purchaser charm, attractiveness, allure, self-confidence, and social success. Can traits and attitudes be modified? Is there a certain continuity to personality patterns? What facets of a personality persist through time and remain as the core of a child's personality--his individuality? While at this point the final answer eludes this writer, these questions alone are reason enough for trying to discover to what extent various aspects of an individual's personality are persistent through part of his lifetime.

I. THE PROBLEM AND METHODS USED

Statement of the Problem

The problem in this study consisted of a compilation and interpretation of the records of five pre-school age children (two boys and three girls--two of whom were twins) included in a longitudinal studies program being conducted at the Woman's College of the University of North Carolina with special reference to changes and trends in personality development.

Purposes of the Study

As a basis for the formulation and conduct of this project, it was assumed that development is always the product of interchange between the individual and his environment; that the home and family situation constitute the most important aspect of the early environment of a child; that even though children have many common attributes and follow the same general pattern in development, each is unique from every other in the intricate details and patterning of his temperamental (or basic) nature; and that, in view of the preceding, the most fruitful approach to the understanding of human development, and the processes and relationships involved, is through the long-term study of the various aspects of development in individual persons in relation to their specific environmental situations.

It is the purpose of this study to reveal the indicated

personality trends and changes in five children included in the longitudinal studies program of the School of Home Economics at Woman's College of the University of North Carolina.

Methods

Much of the developmental and behavioral data had been recorded by the mothers of the children on simplified report forms. Check sheets and simple rating devices were employed by the teachers and research staff. Examples of the following records can be found in the Appendix. A more detailed report of the records used throughout the longitudinal study is found in Herndon's thesis.¹ The data collecting program consisted of three main phases.

Data Characterizing the Child at the Beginning of the Study

This information was collected by means of the following records:

- (1) The family information questionnaire, which was completed by the subject's mother, included the name, sex, and birth date of the child. Space was provided for the age, weight, height, previous education, and occupation of

¹ Joyce Wilson Herndon, "Development and Testing of Records for Longitudinal Studies." Unpublished Master's thesis, The Consolidated University of North Carolina, Greensboro, North Carolina, 1958. p. 26-31.

the parents, as well as the social and civic activities in which the parents engaged. In addition, information concerning the other siblings or adults living in the home was requested.

(2) The parent interview form asked the mother to recall the child's infancy--disposition, ease of handling, health, vigor, food intake, digestive problems, sleep, toilet training, activities, and emotional development. There were also questions regarding family relations. This information was recorded by a staff member at least every six months.

(3) The height-weight chart, an account of the measurements of the physical aspects of the child's development, was recorded by a staff member at least every six months.

(4) The physical appearance recorded, filled out by a staff member, included information concerning hair, eyes, skin, shape of head, body build, posture, motor coordination, and the amount of energy of the subject. Space for distinguishing characteristics and an annual photograph of the child was also provided.

(5) The behavior profile, completed by the staff and the mother of the subject, presented three degrees of each behavior tendency; the most desirable position on the scale being near the middle.

(6) Mental tests were usually administered once a

year, preferably around the birth date of the child. The Stanford Binet Form L test was used and given by a trained person in the area of testing.

Data Describing the Child's Development

(1) The height-weight record, which was described in the previous section, revealed the development as well as the appearance of the subject.

(2) Diary records, taken at various thirty-minute intervals, described the child's behavior. After indicating the setting, the recorder noted every action, facial expression, attitude of body, quality of movement, and tone of voice used by the subject. In addition, the actual locomotion of the child, where he was, where he went, what he did, what he said, and to whom he said it, was indicated. Space was also available for interpretation of further explanation of the child's actions.

(3) Ratings on social interactions and relations with peers and adults formed three more records. These consisted of prepared check lists which reveal the reactions of the subject in many situations in association with adults and peer-group. Staff members periodically completed these forms.

(4) The food intake record, completed by the child's mother, was composed of a list of the kinds and amount of

food consumed by the subject over a one-week period. The child's food preferences were also included.

(5) The food attitude record noted in detail the child's food likes and dislikes. In the chart were columns which the mother checked for foods eaten daily, and those eaten three or more times weekly.

(6) The sleep pattern record, covering a period of one week, presented a daily record of the amount of sleep the subject had at nap time and at night.

(7) The speech record, also compiled by the mother, afforded information regarding the age at which various phases of speech development were observed. Recording the date when each phase was noticed, the mother had to be especially aware of the child's vocalization, speech sounds, words, and expressions.

(8) The emotional behavior record provided an account of the child's emotional reactions over a twenty-four hour period. The mother recorded such outbursts or expressions as fear, affection, anger, jealousy, joy, mirth, and excitement and then stated the subject's reaction.

Data Concerning the Child's Environment

This phase of the data-collecting process concerned the subject's environmental surroundings and was obtained mainly from the parent interview. In order for the recorder

to get a more accurate picture of the child's physical surroundings, the interviews were usually held in the home situation rather than in the office of the staff member. From this interview, the staff member elicited information about the parent's attitudes, feelings, and philosophy toward children.

A teacher progress report, made near the end of each nursery school year, added another facet to the developmental records of the subject. In this report the teacher included any changes that took place during the year in regard to the child's attitude, maturation, emotional behavior, and peer-adult relations. Also included were his reaction to play materials and his general motor-coordination.

Analysis

After reading the entire set of records which had been compiled for each subject, in order to get an overall picture of the child, the writer then began coding on filing cards the supporting or contradictory evidence as recorded in the diary records. Each subject was then traced, by means of the available records, from infancy through his nursery school and kindergarten experience, with special reference to changes and trends in personality development.

II. REVIEW OF LITERATURE

The literature reviewed falls mainly into four categories: (1) establishment of the usefulness of the longitudinal method, (2) presentation of a number of definitions of personality and personality traits, (3) the effect of nursery school experience on personality development, and (4) trends and changes in personality development.

Longitudinal Method

Man's quest has always been for knowledge--particularly that of his species. "Whether or not the proper study of mankind is man, it is the only study in which the knower and the known are one, in which the object of the science is the nature of the scientist."²

The idea that certain events and characteristics observable "late" in life are dependent on events or characteristics "early" in life can be traced back to such mythological concepts as the Moerae, the Greek goddesses of fate, who determined at birth a man's destiny.³

Systematic observations and measurements were made in

² William J. Adler, The Great Ideas: A Syntopicon of Great Books of the Western World (Chicago, Illinois: Encyclopaedia Britannica, Inc., 1952), Vol. III, (51 Vols.) Ch. 51, p. 1.

³ William Smith, editor, Dictionary of Greek and Roman Biography and Mythology (Boston, Massachusetts: Little, Brown, and Co., 1859), Vol. II, p. 1109.

the late eighteenth century by "seriatim" records and direct observation of individuals over a period of time. Next came the researchers who took the individual apart for easy study, but by the mid-1930's, they were trying to put him back together again, realizing that individuality of the individual was being sacrificed.⁴

While it was often thought that differences between individuals were something to be "cured," the longitudinal approach emphasized the legitimacy of changes in individual differences over a period of time.⁵

Stott related that the intensity of the longitudinal approach to studying an individual creates a deeper respect for the principles of human development. He asserts that in such a study

the student is able to 'see' growth in perspective and in relation to some of its conditioning factors. Certain sequential relationships between one phase of growth, or one set of circumstances, and the next--relationships difficult to discern in other types of study--may be brought to light in the long-term view.⁶

Kodlin and Thomas went so far as to say that the

⁴ Joseph Stone and Joseph Church, Childhood and Adolescence (New York: Random House, 1957), p. 395.

⁵ Chester W. Harris, editor, Encyclopedia of Educational Research (third edition; New York: The MacMillan Co., 1960), p. 375.

⁶ Leland H. Stott, The Longitudinal Study of Individual Development (Detroit, Michigan: The Merrill-Palmer School, 1955), p. 1.

longitudinal method "is the only approach which gives a complete description of the growth phenomenon."⁷

The longitudinal as opposed to the cross-sectional procedure was chosen by McFarlane, who felt that it "offered possibilities for more valid comparisons between early and later environmental factors, behavior, or personality characteristics."⁸

Personality and Personality Traits

Present trends in studying personality growth seem to be in the direction of attempting to gain insight into the structure and function of the total personality and its reactions and interactions.⁹

Conceivably, there are a variety of concepts as to the definition of personality. One report, in defining personality, combined the disciplines as taking

a bit of the philosopher's definition in our concept:
the notion that the personality is an inward awareness

⁷ Dankward Kodlin and Donovan J. Thompson, An Appraisal of the Longitudinal Approach to Studies of Growth and Development (Lafayette, Indiana: Society for Research in Child Development, Inc., Child Development Publications, Monograph, Vol. XXIII, Serial No. 67, No. 1, 1958), p. 8.

⁸ Jean W. McFarlane, Studies in Child Guidance: I. Methodology of Data Collection and Organization (Washington: Society for Research in Child Development, Inc., Child Development Publications, Monograph, Vol. III, Serial No. 19, No. 6, 1938), p. 7.

⁹ Marian E. Breckenridge and E. Lee Vincent, Child Development (Philadelphia: W. B. Saunders Company, 1955), p. 345.

of the self as permanent and unchanging. We take from the physiologist and the psychologist the idea that the personality is the organism itself in its most complex functioning, a system of reactions, physical and emotional, that has continuity but is indefinitely variable. We add the sociologist's dictum that personality is the individual's peculiar embodiment of the ideas and customs of the culture to which he belongs. We cap it with the psychiatrist's finding that through all the flux of behavior and feeling there is consistency and that there are depths to the personality of which the conscious mind is not aware.¹⁰

In a White House Conference report, Dr. Bronson Crothers defines personality as "the individual with all his emotional and intellectual peculiarities, trying to realize happiness and efficiency in the environment in which he lives."¹¹

Hutt and Gibby define personality roughly as the "integrated pattern of typical perceptions by the individual of himself and his environment and the accompanying typical response tendencies."¹²

Landis is quoted by Breckenridge and Vincent as saying that "personality is a composite of hereditary factors and

¹⁰ A Healthy Personality for Every Child (Washington, D.C.: A Digest of the Fact Finding Report to the Midcentury White House Conference on Children and Youth, Health Publications Institute, Inc., Part I, 1951), p. 3.

¹¹ Prepared by Marion Lyon Faegre, Booklet on Personality, (Saint Paul, Minnesota: reprinted by the National Farm Women's Magazine, 1932-1933), p. 3.

¹² Max L. Hutt and Robert Gwyn Gibby, The Child: Development and Adjustment (Boston; Allyn and Bacon, Inc., 1959), p. 4.

developmental influences, of genes, and of social experience."¹³

Current emphasis in the study of personality is on whether or not personality patterns change as individuals grow and develop; or, if change occurs, how much change and in what direction the change takes place. Lee and Lee state that personality is not static, but changes as the individual and his environment undergo change. While changes may be either slight or tremendous, there is consistency from day to day and year to year.¹⁴

The stability of a personality, as described by Olson, results in "a strong resistance to displacement by temporary environmental variations."¹⁵

In spite of the endurance throughout life of the individual organization of personality, changes do transpire in individual traits.¹⁶ Morgan contends that uniformities observed in infant behavior are so different from adult personality traits that they could not have been present in the infant, but "must have been picked up somewhere along

¹³ Breckenridge and Vincent, op. cit., p. 344.

¹⁴ Murray J. Lee and Dorris M. Lee, The Child and His Development (New York: Appleton-Centure-Crofts, Inc., 1958), p. 184.

¹⁵ Willard C. Olson, Child Development (Boston: D. C. Heath and Co., 1949), p. 276.

¹⁶ Breckenridge and Vincent, Op. cit., p. 347.

the way."¹⁷

It is the contention of Allport that while there is consistency in personality development, the infant is lacking in personality.¹⁸

On the contrary, Wagoner insists that personality traits are so clearly present in little children that it would be very complicated to erase them.¹⁹

A characteristic of personality traits, as explained by Prince, is their persistent and enduring qualities, for otherwise they could not be considered a characteristic of a personality. The author goes on to explain that this does not mean traits "are necessarily everlasting throughout life, or that they cannot be modified or eliminated in accordance with new experiences or replaced by others."²⁰

Another author asserts that

intensive studies of individuals point, however, to the persistence of personality traits over the whole of the life span. The methods by which an individual meets situations today will closely resemble the methods which he used yesterday, last week, a year

¹⁷ John J. B. Morgan, Child Psychology (third edition; New York: Farrar and Rinehart, Inc., 1942), p. 542.

¹⁸ Gordon W. Allport, Personality: A Psychological Interpretation (New York: Henry Holt and Co., 1937), p. 130.

¹⁹ Lovisa C. Wagoner, Observation of Young Children (New York: McGraw-Hill Book Co., Inc. 1935), p. 11.

²⁰ Morton Prince, Clinical and Experimental Studies in Personality (Cambridge, Massachusetts: Sci-Art Publishers, 1929), p. 123.

ago, or even twenty years ago. The persistence of personality traits is unmistakable.²¹

Some authors center personality structure on the factor of maturation. Sherman relates that it has been amply shown that

the child at birth possesses little more than the capacity for physical development and intellectual growth. All of his characteristics develop as a result of training and experiences.²²

He concludes that since the first years of life are extremely formative ones, training should be such as to develop desirable personality traits.²³

Effect of Nursery School on Personality

As early as around 387 B.C., Plato, in The Republic II, wrote that "the beginning is the most important part of any work, especially in the case of a young and tender thing; for that is the time at which the character is being formed."²⁴

In light of the fact that the first years are formative

²¹ Harry N. Rivlin, editor, Encyclopedia of Modern Education (New York: The Philosophical Library of New York City, 1943), p. 581.

²² Mandel Sherman, "Growing Children are Studied at Washington Child Research Center," School Life, Vol. 14, (June, 1929), p. 184.

²³ Ibid., p. 184.

²⁴ "Dialogues of Plato - The Republic II," Great Books of the Western World (Chicago, Illinois: Encyclopaedia Britannica, Inc., 1952), Vol. 7, p. 320-321.

ones, some studies have tried to discover the effects of nursery school experiences on the personality of a child.

Koshuk found, in analyzing the records, that the effects of nursery school experience were beneficial, for the "teacher's ratings showed that four-fifths of the children showed good or excellent general progress."²⁵

The social patterns of children in thirteen nursery schools were studied by Horowitz and Smith. Observing children for half-minute periods during free play, indoors and outdoors, during the school day, they found that sedentary behavior correlated negatively with length of time in the nursery school and combative behavior; "offers invitation to others" and "constructive use of materials" correlated positively with length of time in the nursery school. They conclude that "the effect of nursery school training seems to be to increase active forms of behaving and decrease inactive forms."²⁶

²⁵ Ruth Pearson Koshuk, "Developmental Records of 500 Children," *Journal of Experimental Education*, Vol. 16, (1947), p. 148.

²⁶ Eugene L. Horowitz and Randolph B. Smith, "Social Relations and Personality Patterning in Preschool Children," *Pedagogical Seminary*, Vol. 65, (1939), p. 349.

Trends and Changes in Personality Development

With a background of the longitudinal method and a definition of personality and personality traits well in mind, the writer now presents specific research findings which deal with trends and changes in personality development.

In her study of two boys from the age of eight weeks to five years, Ames found that from the first month of life through the fifth year there were "consistent and marked differences between them."²⁷

McKinnon, in the study of the change and persistence of behavior and personality characteristics in sixteen children during a six year period, found that

Persistence or change in behavior seems to be largely a matter of degree. No child studied remained absolutely constant with respect to predominant forms of behavior. Similarly, in no case was there a revolutionary change, but the shift in dominant behavior trends was always in the direction of a form of behavior that had been evident but less pronounced at an earlier age.²⁸

²⁷ Louise Bates Ames, "Early Individual Differences in Visual and Motor Behavior Patterns: A Comparative Study of Two Normal Infants by the Method of Cinemanalysis," Pedagogical Seminary and Journal of Genetic Psychology, Vol. 65, (1944), p. 219.

²⁸ Kathern Mae McKinnon, Consistency and Change in Behavior Manifestations (New York: Bureau of Publications, Teachers College, Columbia University, 1942), p. 137.

In a longitudinal study of individual patterns of development, Bayley reported that where repeated observations were made on the same children over a period of time and the development of each individual is then charted in relation to the norms individual patterns are the rule.²⁹

Rorshach responses of a child over a two year period were studied by Allen, who asserted that one inference was clearly certain--"a basic personality structure does not emerge in a regular pattern but in a saw-tooth fashion."³⁰

Likewise, on the basis of teacher's reports of the child while attending the Merrill-Palmer School, Wooley described the development of the personality of one girl. A sample case, this little girl remained the same in her basic personality pattern of aggressive dominant behavior from ages two to five.³¹

Similarly, Shirley, who studied the development of twenty-five babies during the first two years of life, related that "Personality differences are apparent at birth. . . Each baby exhibits a characteristic pattern of personality

²⁹ Nancy Bayley, "Individual Patterns of Development," Child Development, Vol. 27, (March, 1956), p. 43.

³⁰ Robert M. Allen, "Continual Longitudinal Rorshach Study of a Child for Years 3-5", Journal of Genetic Psychology, Vol. 85, (September, 1954), p. 149.

³¹ Helen T. Wooley, "Agnes" a Dominant Personality in the Making," Journal of Genetic Psychology, Vol. 32, (1925), p. 575.

traits that changes little with age."³²

In a follow-up study fifteen years later, Neilon was able to locate sixteen of the children in Shirley's study. She gave them a battery of personality tests, and had a single interview with their mothers. Without consulting the original personality sketches, Neilon prepared new sketches and a group of judges matched both the old and the new sketches. While Neilon's study gives strong support to the view that valid forecasts of future personality characteristics can be made in very early childhood, it also gives evidence that some individuals undergo considerable change.³³

As a result of their child studies at the Yale Clinic, Gesell and Thompson were convinced that temperament traits appear before the fourth month and persist through childhood. In their study of identical twins from infancy to adolescence, they contended that such traits are not entirely hereditary, for the identical twins showed consistent differences from infancy, despite their identical mental and physical growth over a period of fourteen years.³⁴

³² Mary Shirley, The First Two Years; Vol. III, Personality Manifestations (Minnesota: University of Minnesota Press, 1933), p. 216-219.

³³ Patricia Neilon, "Shirley's Babies After Fifteen Years," Journal of Genetic Psychology, Vol. 73, (1948), p. 184.

³⁴ Arnold Gesell and Helen Thompson, "Twins T. and C. from Infancy to Adolescence; A Biogenetic Study of Individual Differences by the Method of Co-twin Control," Genetic Psychological Monograph, Vol. 24, (1941), p. 117.

CHAPTER 2

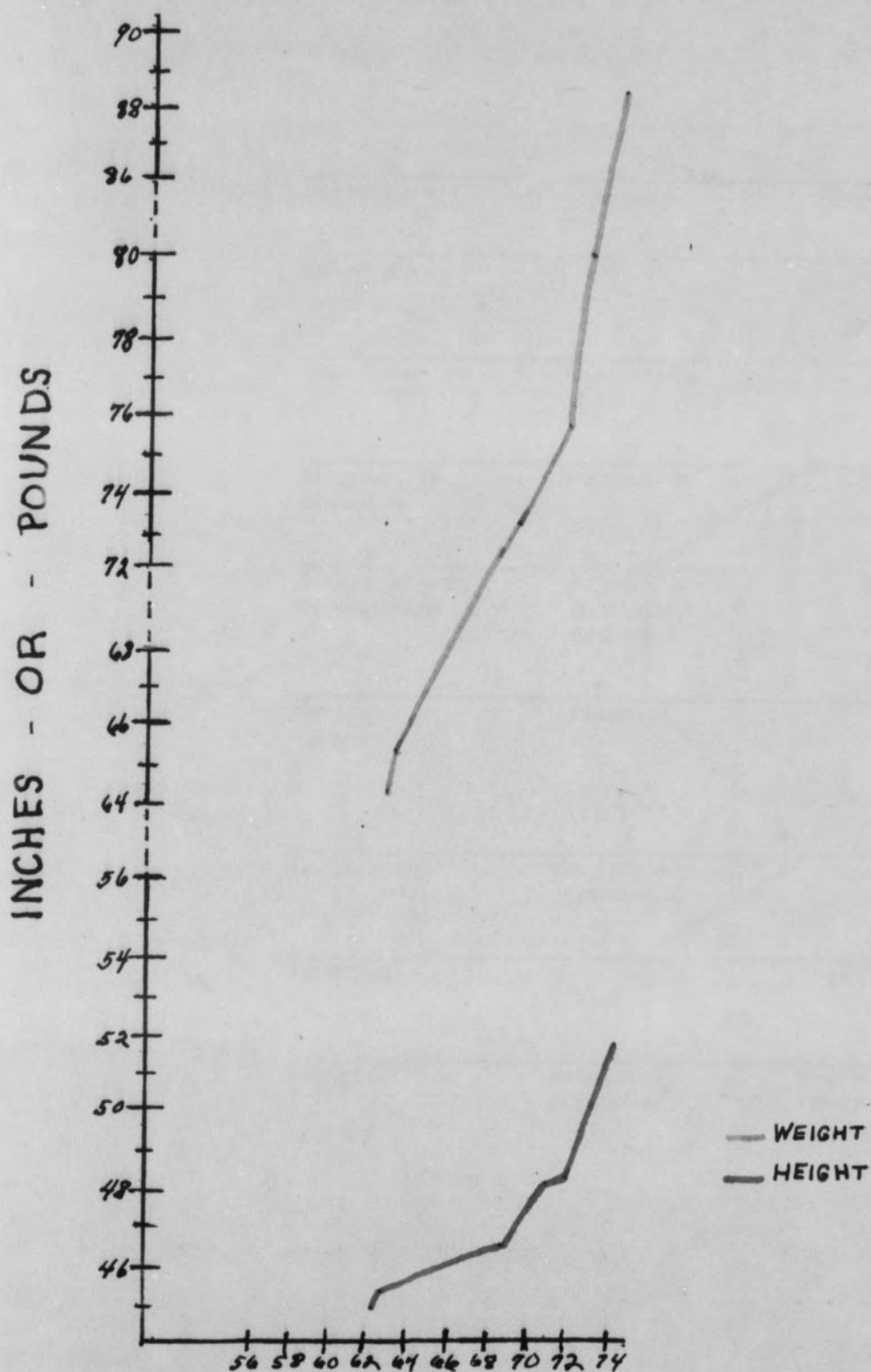
THE CASE OF G. R.

Physical Appearance

When G. entered nursery school, he had straight light brown hair, grayish blue eyes, a very large round head, and somewhat sallow skin. He was further described as having big bones, a very heavy build (see Figure 1); fairly straight posture with a tendency toward a protruding abdomen and posterior. Perhaps being impeded by his weight and the fact that he "towered over the other children," G. was awkward in his general motor coordination, with an inclination toward being overly-energetic (see Figure 2). Other distinguishing characteristics were "thick lips and an open mouth."

Intelligence Quotient

The first Binet was administered to G. when he was four years and ten months of age. While he answered very promptly and with assurance, G. became restless as the test progressed. His I.Q. was calculated to be 110; when tested again at six years and three months, G.'s Binet I.Q. was 116. He came very willingly and was friendly and cooperative, even though he became quite fidgety before the completion of the test.



CHRONOLOGICAL AGE - MONTHS

FIGURE 1

HEIGHT AND WEIGHT OF G.R.

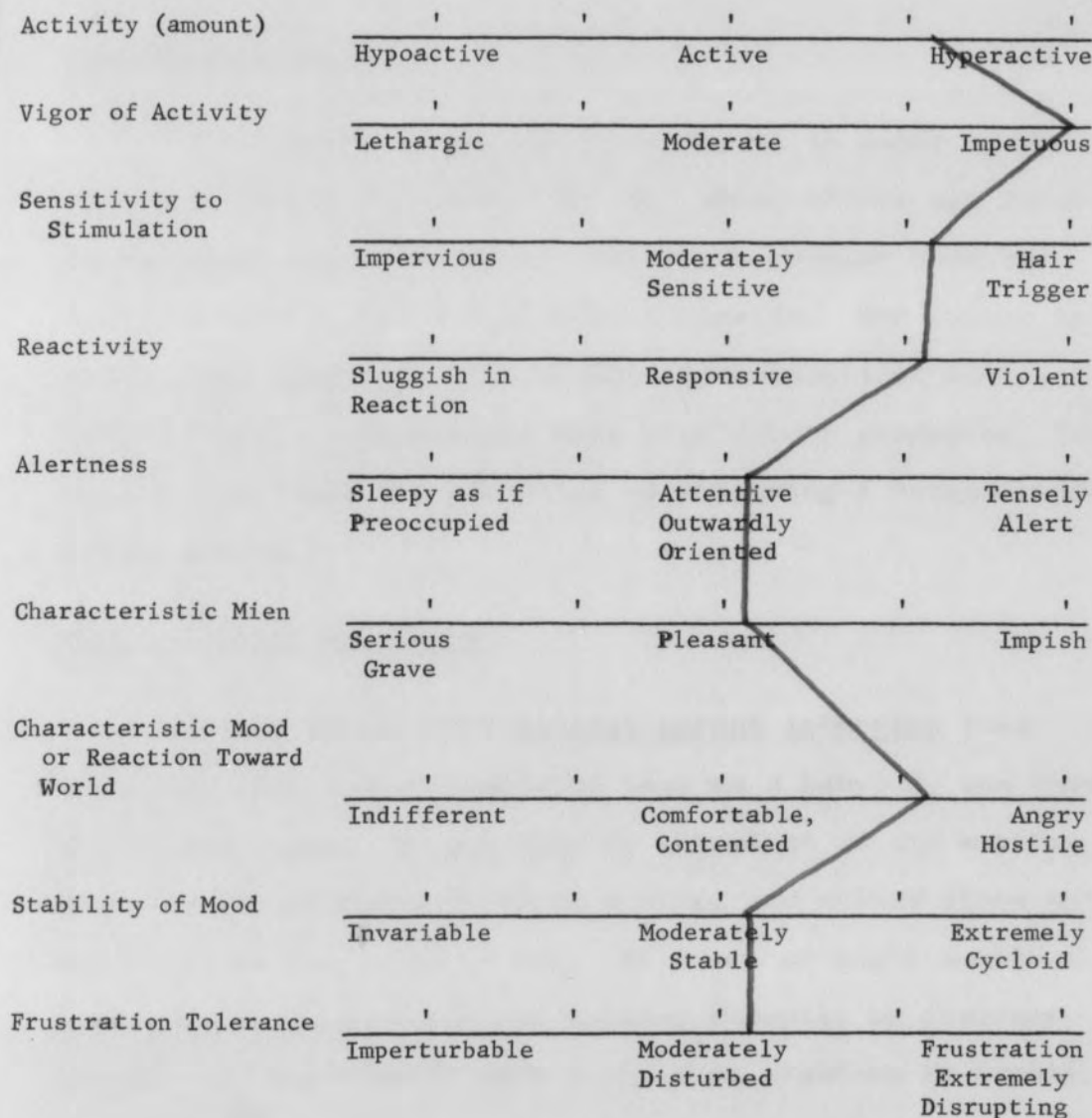


Figure 2

BEHAVIOR PROFILE OF G. R.

Note: Mother; February, 1959 -- only record available.

Family Information

G.'s parents reportedly resided in an upper middle class section of the city. Mr. R., whose office was located in the home, was a salesman. Six years younger than her husband, Mrs. R. was a full-time housewife. The father and mother were from small New Jersey and Connecticut towns, respectively. Both parents were high school graduates, but Mrs. R. continued her education by attending a medical technology school.

Initial Parent Interview

In the March, 1958 initial parent interview (see Appendix), the mother indicated that as a baby, G. was calm, alert, and happy. He was able to sit alone at six months; stood in the play-pen at seven months, and walked alone at one year and two weeks of age. At seven or eight months G. spoke his first word and was talking fluently by fourteen months. G. fed himself with a spoon at eighteen or twenty months of age. Mrs. R. related that she did not encourage G. in independence in routine activities, but that at time of interview he was completely independent.

When eleven weeks of age, G. was corrected by surgery of pyloric stenosis. Up to this time he had been breast fed, but was weaned in the hospital and upon his return home he

resumed solids. "He always ate a lot; more than friends' babies," commented the mother.

Prior to entering nursery school in September, 1957, G. broke his leg and wore a cast for three months. He had to wait until January, 1958 to attend nursery school.

In the usual meal set-up, the family ate breakfast and dinner together, with G. requiring no special equipment. G. reportedly had no specific eating difficulties and "liked almost everything." The disciplinary technique used at the table was "excusing the subject when he was silly."

Toilet training was begun when G. was nine months of age, but was not very successful. Mrs. G. indicated that while the training was completed at around three years of age, G. still sometimes had accidents at night. While there were no special problems concerning toilet training, the mother "worried a little."

G. stopped taking a nap when he was three and a half years old, but started again at four years until September, 1958. Sharing the bedroom with his twenty-one month old brother, G. had no objections toward bedtime and went to sleep quickly. While his sleep was usually sound, G. sometimes had nightmares.

A brief outline of a typical day's schedule for G. was--

6:00	play
7:30	breakfast
	dressed
	watched T.V.
8:45	nursery school
1:00	arrived home
	ate more lunch
	quiet time
1:30-2:00	outdoor play
5:00-6:00	T.V.
6:00	supper
7:30	bedtime

At home, G.'s play was both active and quiet. Outside, G. initiated his play, but sometimes looked to his mother for suggestions. The subject and his playmates, a five and a half year old boy and girl, played well together. Mrs. R. related that a few weeks prior to the interview, G.'s playmates locked him out of the basement playroom and he kicked out the window pane.

Indoor space for play consisted of a basement playroom, while a large fenced-in playyard was provided for outdoor play. The subject's favorite indoor activities included playing with trucks, airplanes, screwdrivers, hammers, and books. Outdoors, he favored racing and playing, climbing, swimming, digging in the sand, and riding wheel toys. G. was confined indoors to the playroom, while outdoors he was to stay in the playyard unless he had permission to leave. "He ran away several times, and since there were two lakes nearby, he was restricted from playing away from home." Play arrangements and opportunities were reportedly satisfactory to both parents.

Mrs. R. indicated that she "used to do more" reading to G.; he especially liked song books. He "likes music--even classical music," his mother remarked. Only approximately one and half hours was spent viewing television each day.

G.'s home-responsibility was to set the table in the morning and his parents tried to get him to put his things away.

Since four years of age, G. had been copying his baby brother's "bad traits"--temper tantrums, whining, and lying on the floor to "get his way." This behavior had been of special concern, but no indication was given as to what they had attempted to do about it.

The situation most often leading to difficulties with the child was when G. got an idea "stuck in his mind and insisted on following it." He was most often punished for disobedience.

Mrs. R. remarked that what had pleased her most about the child was "everything when he was a baby." Mrs. R. was proud of G.'s size, his ability to talk fluently and the fact that he was more advanced than a lot of babies.

G. was noted to have a nervous habit of sucking his fingers. When in the hospital for ten days, he stopped; he had recently asked for help in stopping finger sucking. Evidence of this habit occurred throughout the diary records and seemed to occur when G. was listening to a story or resting.

An example of this is from the diary record of November 17, 1958 taken at rest period--"G. was very restless. He sat up, lay down, rolled and turned, all the while sucking two fingers and making sucking noises." Again when G. was observed in kindergarten on November 20, 1959, he sucked his fingers while watching other children participate in a game.

The mother continued by stating that G. was not easily upset or disturbed when things went wrong, but that he was excitable when with other children.

"Last winter, half of the time G. was happy and content; the other times he was frustrated and cross," recounted Mrs. R. At this point, she explained that she thought she "expected too much of G., there were too many restrictions placed on him. G. and brother were better when Mr. R. was home, as she got tired and was unable to be patient." In addition, she related that "when G. was a little over two years old, the younger brother was born. A few weeks later she had a very bad time with her leg and was hospitalized, after which she was unable to do very much for over six months."

G. and his younger brother got along wonderfully well in the morning. G. felt protective of the sibling; the sibling brought his toys to G. and imitated everything G. did. No particular behavior indicated rivalry or jealousy between the two children, but G. was particularly

attached to the mother.

Methods of discipline most often used with the subject were--praising, bribing, offering choices, suggesting, demonstrating, reasoning, preparing the child in advance, diverting, threatening, scolding, spanking, and isolating. Both parents reportedly agreed on ideas of discipline and punishment. In addition, the mother said that it was difficult to get the attention of G.; either he did not or did not want to hear.

The activities jointly engaged in by members of the family and the subject were listed as:

- a. father and child--shopping, reading, putting to bed, and explaining things;
- b. mother and child--going to the airport to meet father;
- c. sibling and child--playing together, and taking a bath together;
- d. family all together--going on trips to the zoo, New York, Florida, and the park, and walking together.

Outside interests in which both parents participated were bridge, golf, and dancing. Mrs. R. did church work and was a member of a garden club.

The subject's group activities outside the home were those engaged in at nursery school and Sunday school.

Motor Coordination

The teacher progress report of 1958 noted that G. was well

coordinated for a child of his size. A student reported on January 16, 1959 that G. skipped, hopped and jumped with great skill and good motor coordination. He had a very determined walk and climbed stairs in a run most of the time. Although he tended to go much too fast, the subject rode all wheel toys with skill. He handled large objects with no apparent difficulty due to his great strength and size. Similarly, G. had good equilibrium, as was shown when he walked back and forth on planks which had been placed on sawhorses. On October 2, 1958, G. displayed good small-muscle coordination when he was able to fit together correctly pieces of a small train track.

Language Development

While the Binet test of October 28, 1958 revealed that language and vocabulary was G.'s weakest field, a student reported that his language development was good. G. had one enunciation difficulty: Substituting the "th" sound for the letters "s" and "z." The student continued by relating that G. delighted in using words which he considered risqué. When he hit upon a word, he repeated the word over and over again.

Problem Solving

Throughout the diary records, there was an indication that G. tended to use aggressive means in solving even small

problems. An example of this occurred on October 2, 1958. "G. ran to the sloping board and started walking up. A girl was also walking on the board and G. proceeded to knock her off and stepped on her." However, in a report of January, 1959, a student noted that the subject tended to shun or run away from unpleasant situations and that when a teacher tried to reason with him he either ran away or looked as if his mind were a million miles away. He "always managed to 'ethscape' in one way or another. G. tended to rebel against frustration and things always had to go according to his way of thinking or there was trouble. He did not give in to anyone else's whims or desires very readily."

Concepts

Apparently G. was well aware of the concept of size as evidenced by a diary record of October 14, 1958. G. and a boy and girl were building a road with the large wooden blocks. Another boy wanted to join the group, but G. replied "can't put it in here 'til we build the road--he's too little; we're bigger than him." Again in kindergarten, a diary record of November 20, 1959 pointed to the same conclusion. The children were preparing to play "Billy Goat Gruff" and G., to the delight of all, asked to be the big goat. In the same record, some of the comments of the other children were: "G. can't skip; he's too fat," and "G. is the biggest boy--

he's bad sometimes."

A student report of January, 1959 stated that G. did not seem to fear anything. He apparently did not think far enough in advance to fear and had no concept of its meaning. Even though he was hit by a car in August, 1957, he continued to run out into the street. The student indicated that when a home-visit was made, G. "ran right into the side of the fender of the car; he did not heed the warnings from his mother."

Sociability and Relationships with Other Children During Nursery School

The sociability with other children report (see Appendix) of February 6, 1959 observed that G. "made friends with any child who happened to be around him" and was "unhappy if he were not playing with other children," even though he "refused to cooperate unless he was the leader." G. "tried to make entry into a group of children but sometimes failed." This was observed in a diary record of January 15, 1959 when G. tried to join two girls who firmly stated "we don't want you to come in this office." G. retorted, "yes, I can. I'll put you in jail. I'll get in another house." Perhaps learning from this scene, G. then approached a group of boys and asked, "Can I help you make some gooshy stuff?" One boy replied, "Yes, you can help us."

While "interest in other children" spurred him on to activity, he "often quarreled with them over trivial matters"; in his way, G. was "affectionate toward other children." As observed in kindergarten in a diary record of November 20, 1959, G. gave the boy sitting beside him a bear hug, after which he proceeded to hit him on the head. The subject then lovingly put his arm around the girl sitting on his other side.

"Rough and mean with other children," G. "hurts them often through carelessness." Several examples are presented here which tend to verify these statements. In a diary record taken on October 2, 1958, G. knocked a girl off a board. On January 15, 1959, a diary record revealed that G. threw a block at the eye of a boy. Again on January 21, 1959, the subject hit a girl and upon pressure from the teacher he went into the other playroom, but not before he hit one boy and knocked another.

The February 6, 1959 relationships with other children record (see Appendix) noted that G. "dominated children less mature than himself." Evidence of this appeared in a January, 1959 student report which stated that G. seemed to play more with the three year olds than with children of his own age group.

G. "usually led a small group" and "dominated a specific group only." A teacher progress report of fall 1958 related

that "G. had his own special 'gang,' which consisted of the twin boys, J. and C. . . . He was the leader of this group, but if they deserted him he had a hard time breaking into another group." Although G. could "usually take the initiative," having "his own ideas for activities," and "directed all activity about him," he "definitely schemed to get others to carry out his plans."

"Deciding who should participate in the group activities," the subject "could organize the activities of a group to carry out a definite purpose." These statements were clearly displayed in a diary record of October 14, 1958. G. and several children were building a road, with the subject doing all the supervision himself; he explained how the boards should be turned, where the block should be placed, and then invited a girl to help them. The subject "gave commands with an air of finality" and "insisted that other children do as he wishes." Likewise, on January 15, 1959, an observer commented in a diary record that G. was aggressive in both speech and actions as he directed a group of children in the sand-pile.

While G. "fought for his place as leader" and "usually refused to cooperate unless he was the leader," he "easily got willing cooperation from the younger children with whom he played."

Relationships With Adults During Nursery School

In his relationships with adults (see Appendix) record of February 6, 1959, G. was observed to have "resisted suggestion," "pretended absorption to evade suggestion", and "lagged in following suggestion"; he also "resisted suggestion if it were not about the things he himself had planned."

The fact that G. "ran away if called" was noted in a diary record of January 15, 1959, when he threw a block at the eye of a peer. The teacher tried to talk with him, but he ran from her and locked himself in the observation booth. After he had been coaxed to open the door, and the teacher had taken him into the isolation room to talk with him, the subject again ran. Upon being returned to the isolation room, G. began looking at books and asking questions about the pictures.

G. "pretended not to hear" the mother indicated in the initial parent interview (see Appendix) of March, 1958, that this was a problem with both siblings. In the fall of 1958, the teacher progress report stated that "unless G. has approached the adult, it is almost impossible to get his attention. It is often necessary to catch and hold him before he even seems to hear or understand."

"Defying authority" and "experimenting with new authority to see how far he could go," G. "rebelled physically: tempertantrums, hitting, kicking, et cetera." There

were two diary records which observed these tendencies, the first being on January 15, 1959, when G. threw sand at a playmate and, seeing a teacher standing nearby, threatened her by saying, "I'll throw it at you." On January 21, 1959 the second record noted that the teacher was preparing to put away the climbing equipment, apparently against G.'s wishes, for he hit the teacher, who said, "we don't hit the teacher" to which G. replied, "crybaby!"

Kindergarten Experience

In February, 1959, G. had to leave the nursery school because he was five years old. In the fall he attended a new church kindergarten, where the teacher had continued difficulty with him. G. hurt the other children and would not cooperate with adults. The teacher commented on November 20, 1959, that G. was a very difficult child and that she believed the trouble was due to the inability of the mother to handle him.

After about two and a half months in kindergarten, G. became so angry at a boy who had destroyed something G. was making, that he banged the boy's head on the edge of the piano bench. The other boy was badly hurt and had to have several stitches taken in his head. The teachers asked Mrs. R. to take the subject out of kindergarten.

Follow-up Parent Interview

According to the follow-up parent interview of May 11, 1960, the important happening in the family during the past year was a trip to Florida last Thanksgiving when the nine year old daughter of a divorced sister of the father came back to live with the R. family.

Another event was the visit of the grandparents for the first time in five years. G. went fishing with his grandfather, after which they had lunch at the hotel. The grandfather commented that "G.'s manners were wonderful."

Mrs. R. related that last fall she ran over Wolfie, their dog, and that while they had acquired a new dog, G. included both the old and the new dog in his prayers at night.

Significant changes in the child's personality, physical growth, relation to other members of the family, et cetera were: G. now had six permanent teeth; he helped in the store by stacking cans and marking packages; he had become interested in anything mechanical.

The only change evident in G's daily schedule was that he waked up a half hour later and did not watch television in the afternoon. Then too, at the time of the interview G. was not in school.

G.'s play at home remained active and self-initiated with tendencies toward being boisterous.

A change had occurred in the ages and number of playmates. In the morning G. played with a four year old and in the afternoon he played with school children and a cousin who lived with the R. family. Earlier G. had played with a seven year old boy, but had not played with him since he and G. "got into a neighbor's eggs and threw them around the neighborhood." Mrs. R. noted that "sometimes G. was a leader; sometimes a follower," but "would not fight back with children who were older."

Mrs. R. related that the behavior which had been of special concern was the bad habits G. had picked up from the cousin who was living with them. She did not indicate the nature of the "bad habits." In addition, the mother said that G. still had the nervous habit of sucking his fingers, but did not do so when he was busy.

Although the subject "gets along well with the cousin" and is "loving and good most of the time to the younger brother, there is strong sibling rivalry among the three children."

Assistance, rewarding, cajoling, and depriving of pleasure had been added to the list of disciplinary methods most often used with G.

Summary

An overly-energetic child, G. was much larger, both

both in height and weight, than the other children. It was evident from the records of G.'s first year in nursery school that he was decidedly aware of his size and used it as a means of getting his own way. He was definitely the leader of any group; he usually made the suggestions as to what the group did and seldom was he met with any resistance as he insisted that others do as he wished. Domineering in his relations with peers, G. was unacceptable to many of the children; he was often carelessly rough and mean with his peers. When rejected, G. was very unhappy and seemed to have trouble getting started in a new activity. G. was well-coordinated for a child of his size. The subject resisted adult authority and evaded it by running away or pretending absorption. On the other hand, G. "blossomed" when complimented, but when he decided to do something, he was determined to accomplish the task regardless of who or what was in his way.

G.'s intelligence quotient, when first tested, was in the "average" level. Increasing six points on the second test, his intelligence quotient fell in the "above average" classification.

In the fall, G. attended a church kindergarten as he "aged out" of nursery school. The kindergarten teacher had continued difficulty with him. Uncooperative, defiant and injurious to the other children, G. was asked to leave the kindergarten after several months.

CHAPTER 3

THE CASE OF D. P.

Physical Appearance

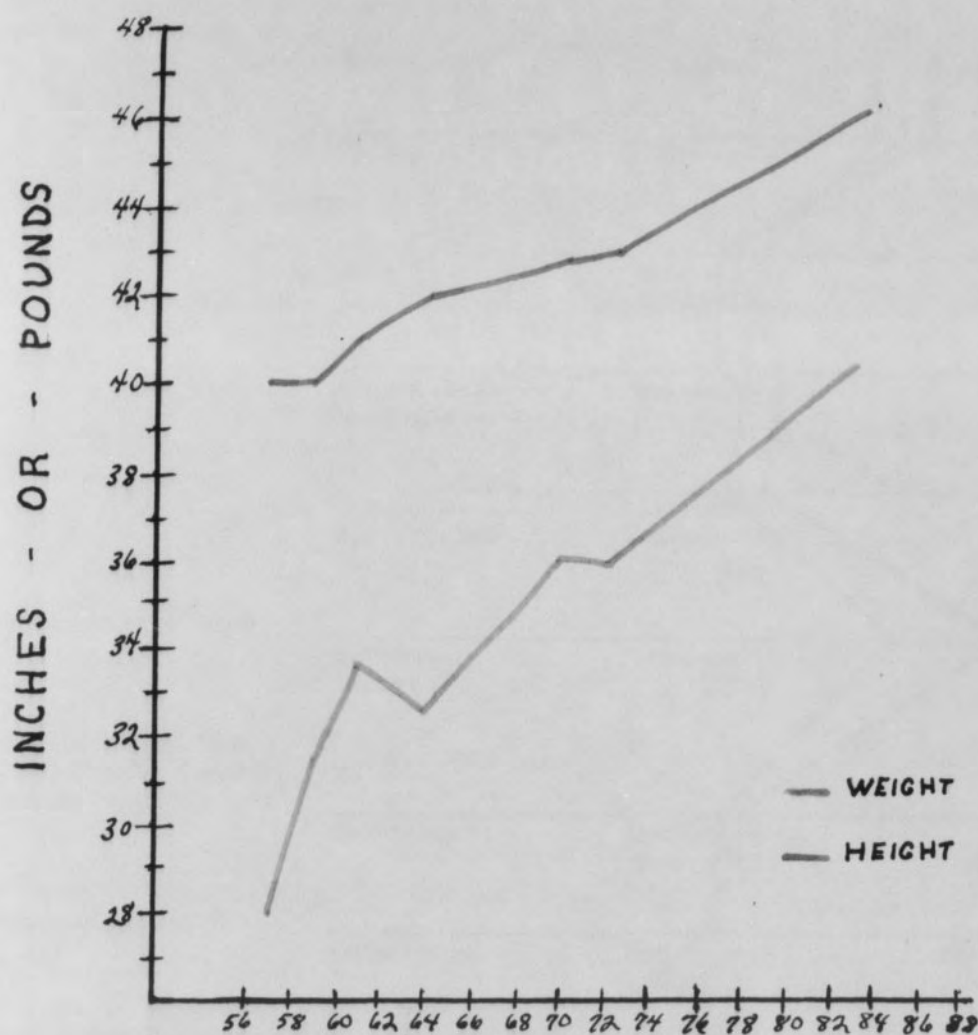
Upon entering nursery school, D. (twin of S. P., who is described in the next chapter) was described as a thin, fair-complexioned child of average height and weight, (see Figure 3) with a large head and a high forehead. She was said to have piercing brown eyes, small features, and light brown hair (thin, straight, and cut quite short). Her general motor coordination was considered average and she was said to have average or a little less than average energy (see Figure 4).

Intelligence Quotient

At three years and ten months of age, the Binet was administered to D. She reportedly "came in with no hesitation; answered promptly with imaginative answers showing interesting association of ideas." "D. always gave an answer even if it were incorrect. She sat very quietly and attentively." The subject had a Binet I.Q. of 126. At five years and eleven months of age, her I.Q. was 127.

Family Information

According to the family information record of June 1,



CHRONOLOGICAL AGE - MONTHS

FIGURE 3

HEIGHT AND WEIGHT OF D.P.

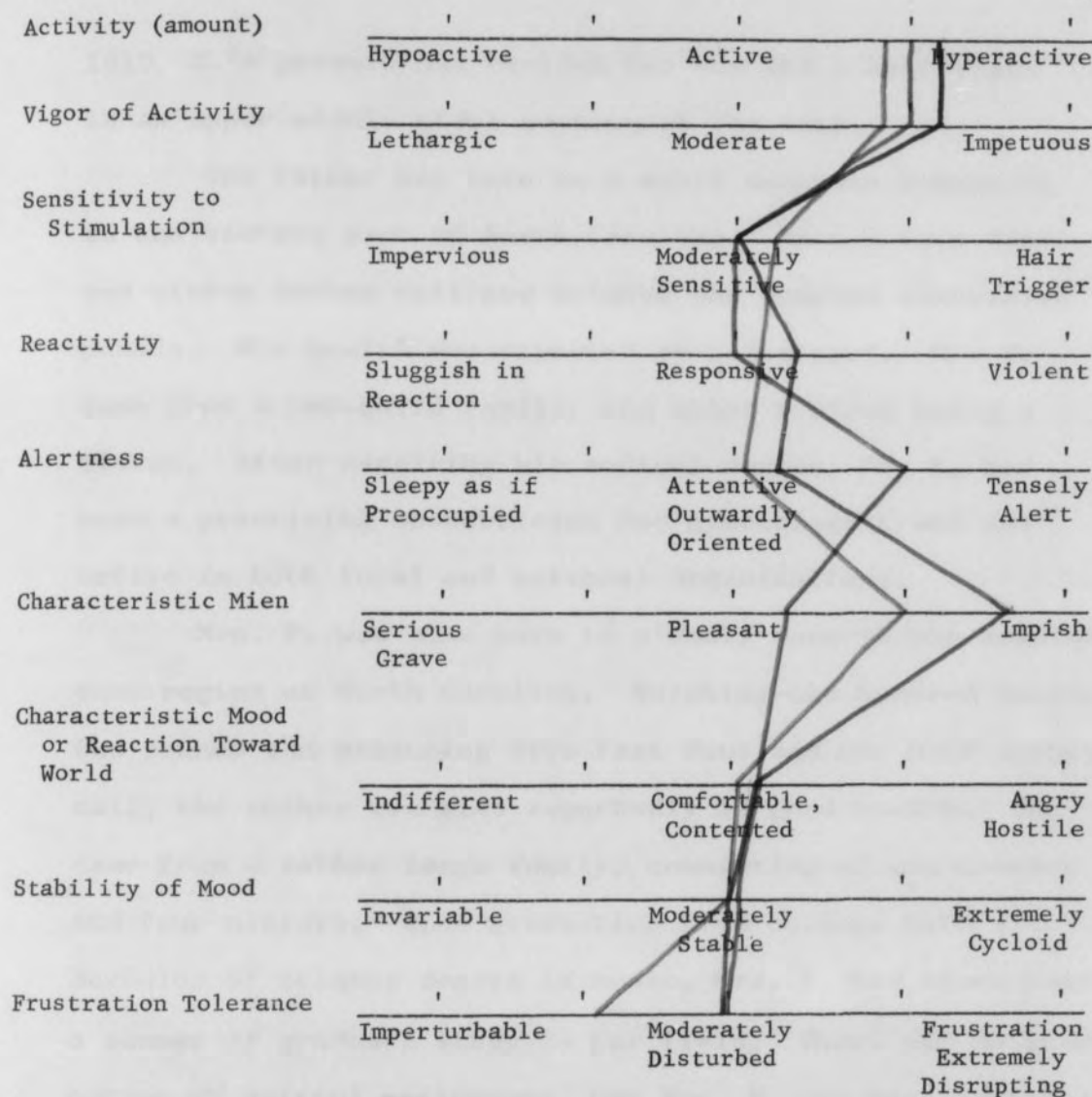


Figure 4

BEHAVIOR PROFILE OF D. P.

Key:

— Mother
June, 1959

— Teacher
February, 1960

— Mother
September, 1960

1959, D.'s parents had resided for one and a half years in an upper-middle class section of the city.

The father was born in a small mountain community in the western part of North Carolina. He was five feet and eleven inches tall and weighed one hundred sixty-five pounds. His health was reported as being good. Mr. P. came from a two-child family, the other sibling being a sister. After receiving his medical degree, Mr. P. had been a practicing obstetrician and gynecologist and was active in both local and national organizations.

Mrs. P. was also born in a small town in the mountainous region of North Carolina. Weighing one hundred twenty-two pounds and measuring five feet four and one half inches tall, the mother was also reportedly in good health. She came from a rather large family, consisting of one brother and four sisters. Upon graduation from college with a Bachelor of Science degree in music, Mrs. P. had since done a summer of graduate study in her field. There was no indication of gainful employment, but Mrs. P. was very active in civic and religious organizations.

Initial Parent Interview

In the initial parent interview of April 23, 1959, the mother related that as an infant, D. was very active and tense. Weighing five pounds four ounces at birth, D. reportedly had

very good health during infancy. The mother had no regular help until the twins were eight months old and she therefore had very little time to play with them. D. was said to have resisted sleep and "cried and cried."

D. was able to sit alone at six months; creep at seven months, and walk alone at nine months of age. The mother observed the subject as having a "cooperative attitude toward routine activities."

As an infant D. was not breast fed, and was weaned to the cup at eighteen months with no difficulties ensuing. At three months, D. also had no trouble adjusting to apple sauce.

In the usual meal set-up, the family ate dinner together, but not breakfast. D. required no special chair and upon completing her meal was ready to leave. The mother related that D. ate well about half the time, the remainder of which she annoyed the others, and was fussy. As disciplinary techniques, the parents either let D. leave the table, or would sometimes request that she wait for the others to finish the meal. Although the subject had no special eating difficulties, she disliked okra, broccoli, brussel sprouts, and was not especially fond of desserts. Meat was ranked first in order of food preference.

D.'s toilet training was started when she wanted to go and although it was noted to have been completed by two

years of age, the mother revealed that at five years and four months, D. still was not trained at night. Sometimes going for a week without an accident, the mother rewarded and gave praise for the accomplishment. The doctor had suggested that the mother leave her wet at night.

As a possible carry-over from infancy, D. did not take an afternoon nap and continued to fight sleep at night. D. and her twin shared a bedroom, but slept in single beds. Mrs. P. reported that she read a story to D. if she had been obedient. Even then D. did not go to sleep quickly, but would lie and look at comic books until she went to sleep. Once asleep, the subject had a sound sleep pattern. It was noted that the mother felt that D. did get enough sleep.

Disciplinary techniques used at bedtime consisted of picking the subject up and putting her in bed.

A brief outline of a typical day's schedule for the subject was--

7:45	arose
8:15	breakfast
8:45	nursery school
1:00	arrived home
	napped rarely
	ate more lunch, sometimes
	played
3:30	snack
6:30	supper
7:30-8:15	bedtime

The subject's play at home was reported by the mother to be "energetic, self-initiated, and could be boisterous at times." Indoor space for play included the den, D.'s room,

and in the basement playroom. The subject's favorite indoor activities were water play, dress-up, and just "getting into things." Main restrictions indoors were that D. could not play in her parent's bedroom and in the older sister's room. A few favorite play materials listed for the subject included housekeeping toys, dolls, doll-house, horse, record player, dress-up clothes, crayons, paint, clay, and books.

Mrs. P. explained that she read at night and in the afternoons to D. and her twin, but that the father did not read to them very often. Music was a family interest and was further encouraged by record players in the home. The mother stated that D. spent from one half to one hour viewing television; her favorite program was "Captain Kangaroo."

There was a big space outdoors where D. could engage in her favorite activities--swinging, playing horse, and using wheel toys. Although D. was mainly restricted to four backyards, she sometimes went out of bounds. Play opportunities and arrangements, both indoor and outdoor, were satisfactory to both parents. Other than her twin, D. had many playmates her same age in the neighborhood.

As to her behavior, which had been of special concern, the subject was reported as being hard to discipline at times, that she "put up a fight and was resistant." The situation which most often led to difficulties with D. was when she did not conform to adult wishes. D.'s sense of humor and intelli-

gence were reported as pleasing the mother most. It was related that D. had a nervous habit of biting her nails, but the parents had not attempted to do anything about it. Predominantly happy and content and not easily excitable, D. sometimes got upset if things did not go her way. From the diary record of December 1, 1958, taken during the rest period, D. was observed to be very restless and to suck her finger frequently.

Other than her twin, D. had a fourteen year-old sister and a brother who was eleven years of age. In D.'s relationship with her siblings, there was reportedly some antagonism with her brother; she was the leader with the twin, with whom she spent the most time. It bothered the older children when D. did not immediately obey. The mother indicated that D. and her twin vied for the mother's attention.

The methods or techniques used most often with the subject were: assistance, praising, rewarding, offering choices, demonstrating, reasoning, preparing the child in advance, diverting, depriving of pleasure, ignoring, isolating, putting to bed, and sometimes threatening and spanking. The parents did not altogether agree on ideas of discipline and punishment. The father was regarded as being more strict, and although he gave no explanation, he expected obedience.

Activities jointly engaged in by members of the family and the subject were listed as:

- a. father and child--riding and sometimes going to the hospital;
- b. mother and child--marketing (downtown sometimes), visiting, going to the playground, and swimming in the summer;
- c. siblings and child--other children play with D.;
- d. family all together--eating together, were together on Sundays; went to the mountains, (since the twins were born, the family had not taken excursions together except for trips to the park.)

Group activities outside the home in which D. participated were Sunday school and nursery school, both of which she reportedly enjoyed.

Motor Coordination

From the diary record of December 10, 1958, D. was noted to have good small-muscle coordination and showed pride in accomplishment. D. sat down in the locker room and started to play with a box of "Krazy Ikes"; sang a tune to herself--fitted pieces together skillfully, then commented, "look at what I made--I don't know what you do with this--just make things." She looked at the sheet of directions carefully. On October 23, 1959, D. was observed to be quite skillful in fastening small snaps on doll clothes.

In kindergarten, as indicated by the diary record of October 27, 1960, D. used her index finger and thumb in spreading paste on small pieces of paper, but gradually

used other fingers also. This completed, she colored the paper brown, using her left hand.

Attention Span

With age, D.'s length of attention span increased, as revealed by a diary record of February 23, 1961. D. had made several clay objects resembling animals. The teacher commented that earlier D. had made twins and put them in a bed (all made of clay) and that she had been working with the clay for at least an hour.

Memory

The only indication of memory, as such, was found in a diary record of April 22, 1959 in which D. was telling the other children "my maid always polishes my shoes. We have a new maid. She says her name is Rowena."

Language Development

In the teacher progress report of January, 1960, D.'s speech was described as "usually social; her vocabulary was adequate." It was to be noted, however, that from a diary record of May 18, 1961, the teacher indicated that D. had started using "baby talk," although she sometimes forgot about it.

Problem Solving

D. was found to be able to solve her problems, an example being on September 25, 1959. Finding all the tractors occupied, D. whiningly begged for another. When told she must wait her turn, she appeared decidedly unhappy, but discovered one not in use and ran for it--looking back as she ran to see if anyone else had the same intention.

Concepts

Being quite perceptive of colors, as indicated throughout the records by her ability to decide the color of paper or paints she wanted to use, D. seemed perplexed over the problem encountered on October 14, 1959. Using gray paper and a black crayon, D. drew a house. Finishing this, she tried a sheet of black paper and a black crayon, but looked confused when she was unable to see what she had drawn.

The concept of time was evidenced on November 19, 1959, when D. commented, "right after Christmas is my birthday." Then added, "we made a Thanksgiving apple." Again on November 23, 1959, D. stated, "after Christmas it'll be time for Thanksgiving." The teacher asked, "are you sure that Thanksgiving comes after Christmas?" Realizing her mistake, D. laughingly said, "no, I mean before Christmas."

Sociability and Relationships With Other Children In
The First Year of Nursery School

From the May, 1959 sociability with other children record, D. was rated as follows--"does not respond to friendly advances." "So absorbed in her own ideas that she pays no attention to other children." For example, the diary records indicated that when D. played with C. (a girl), she did not seem to enjoy her company particularly. This was indicated further when D. left C. after hearing one of the boys crying. D. was "usually pleasant with other children," but "had a rather placid attitude toward them; neither liked nor disliked them to any degree"; she "seldom quarreled with other children over trivial matters."

Judging from the diary records, although it appeared that D. was contented playing alone, she preferred the company of boys and conformed to their wishes--even copying their actions, as evidenced by the diary record of December 1, 1958. As the food was served, one boy said, "look, B." and popped a piece of tomato in his mouth, then held his hands up with fingers spread apart as though it were a magic trick. D. watched the process and repeated the scene, even using the exact words.

The sociability went on to note that she "seldom talked to other children." While D. could not be considered

a "chatter-box", it was apparent throughout the records that D. talked when necessary.

According to the relationships with other children record of May, 1959, D. was described as "usually having her own ideas for activity." "Neither leading nor following, but playing alone," the subject was able to "take the initiative if absolutely necessary."

Relationships With Adults in First Year of Nursery School

In the relationships with adults record of May, 1959, D. was noted to have "resisted suggestions, but only when in a particular mood"; while she "lagged in following suggestions (contemplated a long time before acting upon it), she responded without undue delay to authority." D. "resisted if the suggestion was not about the things she herself had planned." The Spring, 1959 progress report described D. as enjoying "some conversation with adults; warm relationships; very cooperative."

First Year Nursery School Teacher Progress Report

The teacher progress report of Spring, 1959, showed that D.

generally followed. The children seemed to like D., but at times she did not seem to feel completely accepted; she often stood aside and watched activities. Her expression showed that she was enjoying this activity with others through her observation, for she laughed to herself when those in the play activity laughed. When

asked by the teacher if she would like to join the group she often refused. D. gained a great deal of enjoyment out of bringing things to the other children.

Sociability and Relationships With Other Children In
Second Year of Nursery School

In the second year of nursery school, D. appeared to have become more outgoing, as evidenced by the sociability with other children record made by one teacher on February 10, 1960. D. "made friends easily with other children" and "had a pleasant manner of securing their cooperation." It was indicated that D. was "generous in letting other children share activities and possessions," and was "a good sport when she lost to some other child." D. was "not jealous if other children played with her particular friends."

However, there appeared to be disagreement in the sociability with other children records, for on May 25, 1960, one teacher reported that D. "played only with a gang or group of specific children, refusing to play with others." While "usually pleasant with other children," "talking with them a great deal," and being "generous in letting other children share activities and possessions," D. was noted to "quarrel with other children, often over trivial matters." The subject was observed to have "contributed to the ideas of the group though not a leader (cooperative companion)."

On February 10, 1960, the relationships with other

children report indicated that even though the subject "usually had her own ideas for activity" and "occasionally dominated a group," she was able to "lead or follow as the occasion demanded."

Relationships With Adults In Second Year Nursery School

Another teacher on February 10, 1960, added that, besides the hesitation in following suggestions, D. "added cooperative additions to the suggestion" and was "proud of her cooperation." Still another teacher commented on May 24, 1960, that while D. was "cooperative and responsible," "she experimented with new authority to see how far she could get." Another teacher reported in January, 1960, that D. "responded well to adults, although she was not too outgoing to them until she felt she knew them well. She showed a certain amount of reserve at first. When she really felt at home with an adult, she gave that person much warmth of personality and love. She did not seek to be the center of attention, but enjoyed being noticed."

Follow-up Parent Interview

In the follow-up parent interview of May 17, 1960, the mother reported that when D. aged-out of nursery school, she stayed home with her twin.. The mother planned to have several different children over for her to play with at first until her daughter became adjusted. She therefore, did not miss nursery school as much as, perhaps, others. D. slept

and ate much better than she used to. Her disposition, on the whole, was better; she was more easily managed. According to the mother, D. was destructive with play materials, but in a rather inquisitive way, as shown by her cutting a new doll's hair. With age, came certain home responsibilities. D. took care of pets, picked up toys, helped set the table sometimes, brought in wheel-toys, and ran errands.

The subject was described as having a temper and being rather "head-strong," but since this was not a frequent occurrence, it was of no special concern, although this situation most often led to difficulties with the child. When it did occur, she was sent to her room. Easily influenced by boys, D. sometimes went outside boundaries set by mother and was most often punished for this.

Aside from her twin, D. usually played with a neighbor boy and a girl who were her same age. Space and restrictions for play remained the same. Mrs. P. related that D. and her twin get along very well, but older children tried to boss her--and got upset with her at times.

Earlier, lack of sleep and bed-wetting, her mother felt, was a nervous disorder; D. was rewarded and praised when she did not wet the bed, so she stopped this habit.

The subject was said to be particularly attached to the mother, and she and twin continued to vie for mother's attention.

Disciplinary methods most often used with subject were--assistance, praising, rewarding, reasoning, preparing child in advance, depriving of pleasure, and isolating. Lately, the mother indicated that she and father agreed more on ideas of discipline and punishment, although the father was more stern.

Kindergarten Experience

Entrance to kindergarten brought with it many changes. When observed on October 27, 1960, D. was reported as "un-cooperative and deliberately defiant, "by the observer. Before juice, all the children folded their hands and pretended they were at the table . . . D. got down on the floor; teacher helped her back in chair. While they sang grace, D. crawled on the floor, sat in chair and then put her head between her legs. . . When boy brought the waste basket around, D. pretended to throw her cup in and then stood behind him flinging her arms. The teacher tried to get D. to sit down; D. turned the chair over and sat on it. The teacher straightened the chair and D. sat on it. The teacher later commented to the observer that she was very much distressed about D. When Mrs. P. came for the subject, she too indicated her concern in that she "could not understand what was the matter."

On November 4, 1960, a conference was held by the kindergarten and two nursery-school teachers to discuss D. The kindergarten teacher related that the very first day, "D. was defiant and uncooperative." Many ways of getting D.'s cooperation had been tried, but all had failed. The techniques used were ignoring the behavior, trying to reason with her, and particularly giving her an increased amount of attention. The teacher planned to try being quite firm with D. and felt that this might be more effective.

The observer, in a report in December, 1960, saw the kindergarten teacher, who felt that D. was behaving much better and believed that things were working out. When the twins were brought for mental tests, Mrs. P. indicated that D. was, seemingly, getting along well.

When observed again on February 23, 1961, D. was very cooperative; however, the kindergarten teacher felt that the change in behavior might have been for the benefit of observers.

On May 18, 1961, the kindergarten teacher related that in March or April D. was found to be very anemic and had a low fever for quite awhile; she had been on iron therapy since then. Further, "D. is capable of doing anything she wishes and will do well in the first grade if she desires to-- she is unpredictable," added the teacher. Although other children liked her fairly well, D. was not as popular as her twin.

Follow-up Parent Interview

The April 25, 1961 follow-up parent interview revealed that D. had stayed with relatives in the mountains for one week. This was the first separation from the family and she enjoyed being the center of attraction. It worked out so well that the mother planned to try it again the next year.

Mrs. P. remarked that D. had become a little more feminine. The subject reportedly had become more secure around people, for there was a short period in which she did not always want to go to school because somebody might hit her or refuse to share toys.

There had been no significant changes in routines, responsibilities, space for play, and the like. However, there was a change in the number and ages of playmates. D. played with six boys ranging from three to ten years of age and with two girls, two and six years of age. D. still preferred the company of boys, but was said to be less dominant with girls.

Mrs. P. reported that D. said that she did not like herself. The mother felt this was because D. was comparing herself with her twin's popularity at school.

The situation which most often led to difficulties with D. was "what to wear to school," and she was most often punished for "behavior at the table" and "fussing with her twin

over toys."

D. was noted to have continued biting her nails. The mother stated that she did not see D. biting her nails, but just saw the results. There was no indication as to how the habit was being handled. The subject was said to become "easily upset or disturbed when things went wrong and was at times excitable." Her predominant mood reflected happiness and contentment. From the diary record of February 23, 1961, taken at the rest period, D. had continued to suck her finger, although now she sucked her thumb instead of a finger.

A change had occurred in D.'s relationship with her siblings, for she now reportedly fought often with her twin and there was behavior indicating rivalry or jealousy between them. In spite of this, D.'s particular attachment for one member of the family had changed from the mother to the twin. The other siblings "thought she was a little demon--she aggravated them."

There was no reference in the parent interview to the difficulties D. had in kindergarten.

Summary

Possessing an indescribable "pixy-like" quality, D. rarely seemed shy with strangers. In the first year of nursery school D., a twin, had a variety of interests and her curiosity often led her to venture off to her own

activity. She was generally a follower and preferred the companionship of boys to girls. Apparently well-liked by her peers, D. sometimes stood aside watching the activities of other children. D. had a warm and cooperative attitude toward adults, but lagged in following suggestions.

While in nursery school the second year, D. appeared to have become more outgoing in her relations with other children; she was more friendly and contributed ideas to the group--occasionally led a group. Although D. was not overly aggressive, she was able to defend herself. D. continued to prefer male companionship. At first, D. displayed a certain amount of reserve with adults, but was warm, friendly, and cooperative, although she experimented with authority.

D.'s calculated intelligence quotient increased only one point in the two tests which were administered. She therefore remained in the "superior" classification.

In the middle of the second year, D. "aged out" of nursery school, but stayed home for the remainder of the year. Entrance to the church kindergarten in the fall brought with it many definite changes in the subject. The kindergarten teacher was so distressed by D.'s uncooperative and defiant attitude that she asked for a conference with the two nursery school teachers to discuss the child. Many techniques had been used, but none had proven effective.

Although liked fairly well by her peers, D. was not as popular as her twin.

THE CASE OF S. P.

ORIGINAL DESCRIPTION

When first I saw S. P. she was a small, thin, pale girl, about 11 years old, with a serious expression. She was very quiet and reserved, and did not seem to get on well with her peers. She was very fond of her mother, and was very obedient to her. She was very fond of reading, and was very fond of the Bible. She was very fond of the Lord's Prayer, and was very fond of the Ten Commandments. She was very fond of the Lord's Supper, and was very fond of the Lord's Day. She was very fond of the Lord's Name, and was very fond of the Lord's Will. She was very fond of the Lord's Love, and was very fond of the Lord's Mercy. She was very fond of the Lord's Grace, and was very fond of the Lord's Peace. She was very fond of the Lord's Joy, and was very fond of the Lord's Hope. She was very fond of the Lord's Faith, and was very fond of the Lord's Charity. She was very fond of the Lord's Wisdom, and was very fond of the Lord's Power. She was very fond of the Lord's Glory, and was very fond of the Lord's Kingdom. She was very fond of the Lord's Name, and was very fond of the Lord's Will. She was very fond of the Lord's Love, and was very fond of the Lord's Mercy. She was very fond of the Lord's Grace, and was very fond of the Lord's Peace. She was very fond of the Lord's Joy, and was very fond of the Lord's Hope. She was very fond of the Lord's Faith, and was very fond of the Lord's Charity. She was very fond of the Lord's Wisdom, and was very fond of the Lord's Power. She was very fond of the Lord's Glory, and was very fond of the Lord's Kingdom.

INTERVIEW WITH S. P.

When I first saw S. P. she was a small, thin, pale girl, about 11 years old, with a serious expression. She was very quiet and reserved, and did not seem to get on well with her peers. She was very fond of her mother, and was very obedient to her. She was very fond of reading, and was very fond of the Bible. She was very fond of the Lord's Prayer, and was very fond of the Ten Commandments. She was very fond of the Lord's Supper, and was very fond of the Lord's Day. She was very fond of the Lord's Name, and was very fond of the Lord's Will. She was very fond of the Lord's Love, and was very fond of the Lord's Mercy. She was very fond of the Lord's Grace, and was very fond of the Lord's Peace. She was very fond of the Lord's Joy, and was very fond of the Lord's Hope. She was very fond of the Lord's Faith, and was very fond of the Lord's Charity. She was very fond of the Lord's Wisdom, and was very fond of the Lord's Power. She was very fond of the Lord's Glory, and was very fond of the Lord's Kingdom. She was very fond of the Lord's Name, and was very fond of the Lord's Will. She was very fond of the Lord's Love, and was very fond of the Lord's Mercy. She was very fond of the Lord's Grace, and was very fond of the Lord's Peace. She was very fond of the Lord's Joy, and was very fond of the Lord's Hope. She was very fond of the Lord's Faith, and was very fond of the Lord's Charity. She was very fond of the Lord's Wisdom, and was very fond of the Lord's Power. She was very fond of the Lord's Glory, and was very fond of the Lord's Kingdom.

CHAPTER 4

THE CASE OF S. P.

Physical Appearance

The subject was described as a small, dainty, small-boned, rather thin child with less than average energy (see Figure 5). A twin, she had a fair complexion; a round, average sized head, with medium brown, short, very fine hair, and dark brown, very expressive eyes which slightly slanted upward. S. was of average height and only perhaps slightly underweight (see Figure 6).

Intelligence Quotient

An observer noted that when the first Binet was administered to S. on November 25, 1958, she appeared to be a little nervous in that she was very quiet and bit her lower lip. However, after the first two sections of the test, she relaxed. It was also observed that S. used her left hand a great deal. The teacher described S. as very friendly, cooperative, interested and attentive, and chatting a great deal. On this first test, given at the age of three years and eleven months, S.'s intelligence quotient was 117. The second test was given on December 7, 1960, when S. was five years and eleven months of age. Her Binet I.Q. was 124.

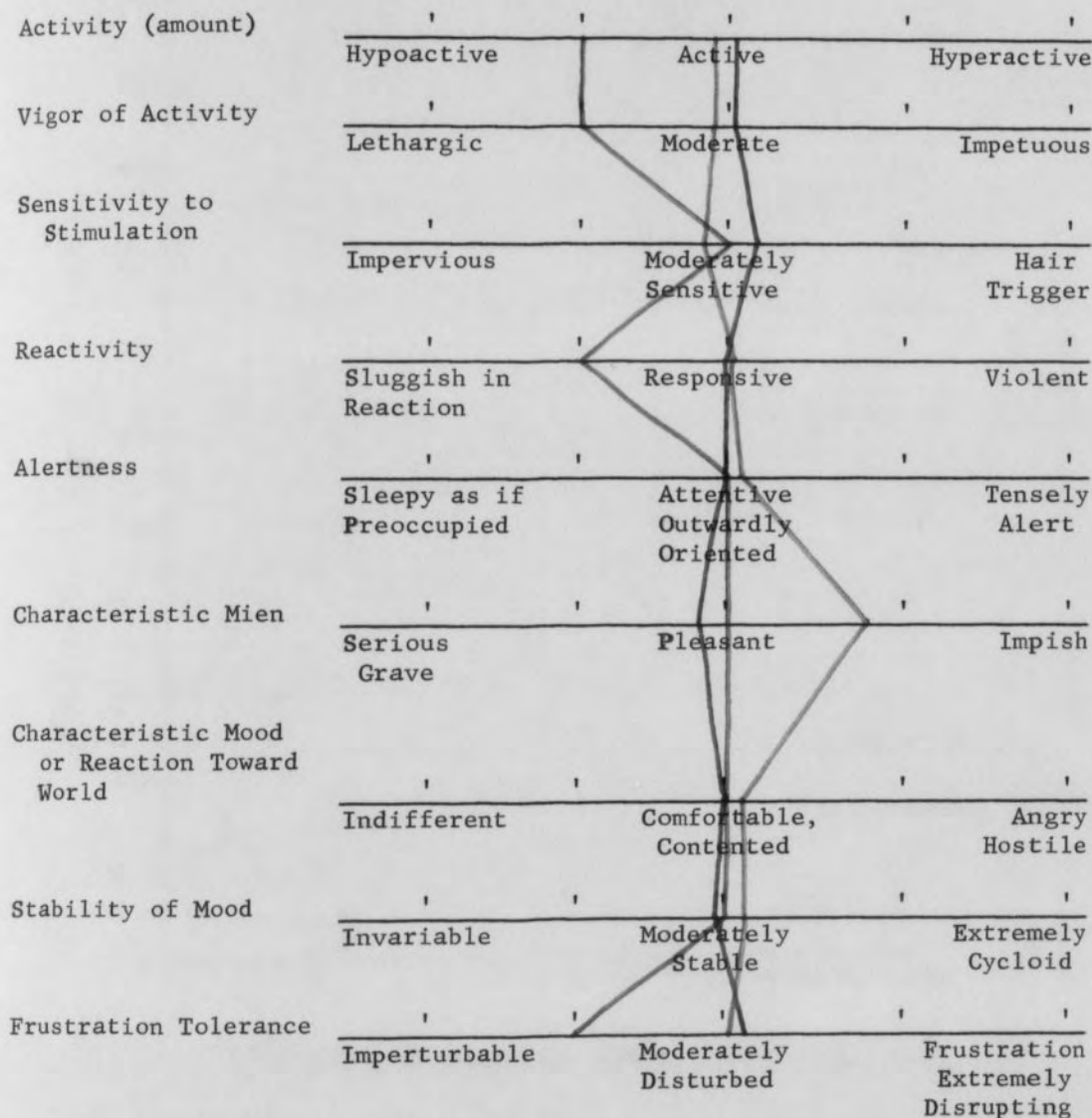
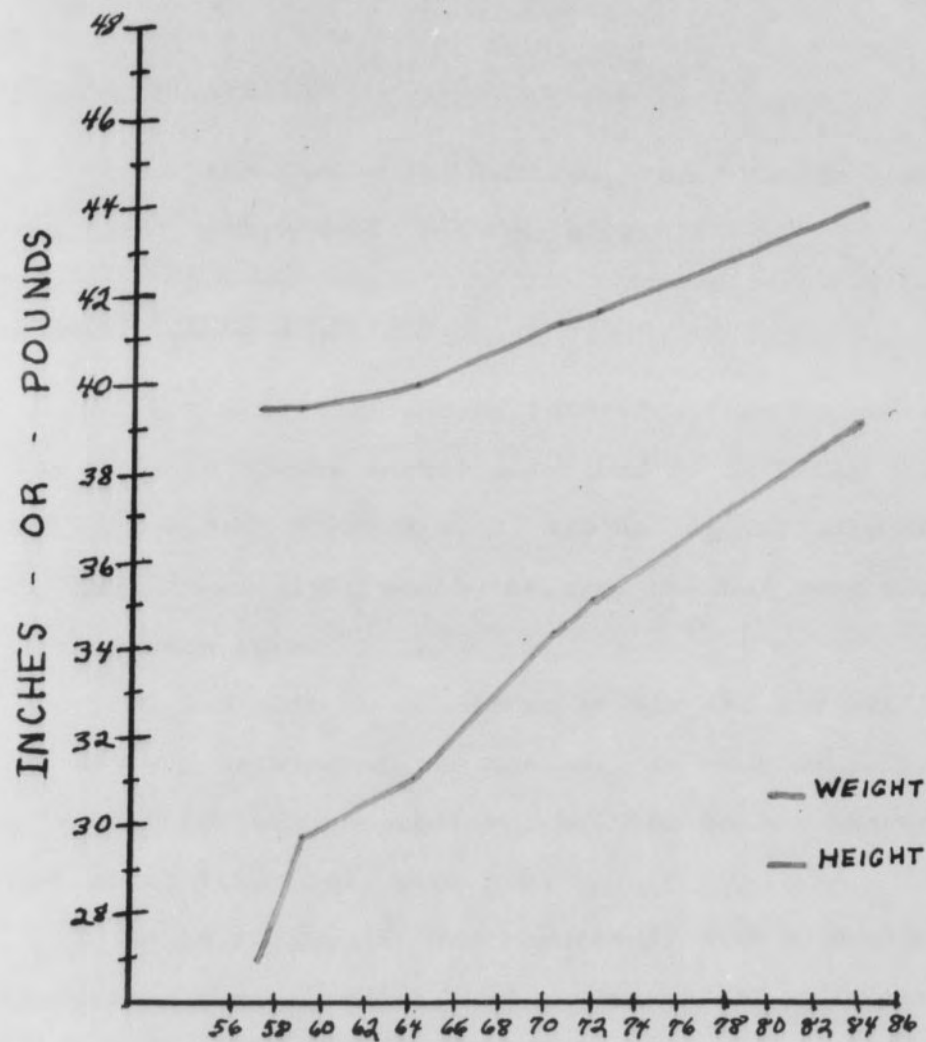


Figure 5

BEHAVIOR PROFILE OF S. P.

Key:

— Teacher
March, 1959- - - Teacher
May, 1960... Mother
September, 1960



CHRONOLOGICAL AGE - MONTHS

FIGURE 6

HEIGHT AND WEIGHT OF S.P.

Family Information

For the family information, refer to the same in Chapter 3, which deals with S.'s twin.

Initial Parent Interview

In the initial parent interview (see Appendix) of April 23, 1959, the mother described S. as being a quiet and calm baby. Since Mrs. P. had no regular help until the twins were eight months of age, she had very little time to play with them.

S. was able to sit alone at six and one half months of age and was walking at ten months. In routine activities, S.'s attitude was cooperative, but the mother explained that "she still likes help even now."

As an infant, S. was reportedly sick a good part of the second winter, as she had pneumonia and was "puny" all winter. Mrs. P. recalled that S. "still does not have the physical stamina of D. (twin)."

Mrs. P. noted that S. required no special equipment in the usual meal set-up, but that she "gets stubborn and won't eat what she doesn't want; a very slow eater." The disciplinary technique used was to take S. from the table "when she's stubborn."

The subject had no special eating difficulties or allergies. She disliked okra, spinach, vegetables, hot dogs,

and hamburgers; her preference was for cake.

The mother did not report S.'s toileting history, but commented that S. "doesn't call as much as D. (twin)."

Sharing a bedroom with her twin, S. had a cooperative attitude toward the napping and was reported likely to take a nap. S. went to bed willingly and went to sleep quickly; she had a sound sleep pattern. The mother felt that S. got enough sleep.

At home, S.'s play was alternately quiet and active. Indoor space for play included her own room, the den, and a basement playroom. Main restrictions on indoor play was exclusion from parent's and older sister's room. Outdoor space for play was large, but S. was restricted to playing in only four backyards. Play opportunities and arrangements were satisfactory to the parents.

S. had many play materials. Examples were: house-keeping toys, dolls, horse, doll-house, record player, dress-up clothes, crayons, paints, clay, and books. The mother recounted that the subject's favorite activities were: dressing and undressing dolls, "cooking" on little stove, getting into jewelry, listening to records, working puzzles, and trying to sew. Mrs. P. further remarked that S. was meticulous and liked intricate work.

At night and in the afternoons was the regular time for reading. Mrs. P. related that while S. did not look at books,

she would listen to stories. Music was noted to be a family interest. The children had a record player and the family had a stereo. S. did not care to watch television. Since the arrival of the twins, the family reportedly did not take "excursions," except to the Country Park.

Behavior which had been of special concern was S.'s "stubbornness" and the fact that she sometimes did not want to go to school--(she stayed home once). S. was most often punished for "being stubborn." Mrs. P. recalled that S.'s "daintiness and femininity" had been most pleasing to her, while the fact that the subject had been "sweet" was most satisfactory to the father.

Predominantly happy and contented, S. was not quickly upset or disturbed when things went wrong. On the other hand, she did have a nervous habit of "sucking her thumb at night," and she took "a Raggedy Anne doll to bed" with her; there was no indication as to how the matter was being handled.

The subject and her twin were the youngest of a family consisting of a fourteen year old sister and an eleven year old brother. Mrs. P. stated that in her relationships with her siblings, S. was "more cooperative than D. (her twin)."

Mrs. P. further explained that some of the twins' behavior indicated rivalry or jealousy, for they vied for her attention. S. was, however, particularly attached to D. (her twin).

On ideas of discipline and punishment, the parents were not altogether in agreement. The mother explained that Mr. P. was more strict and, while he might give no explanation, he expected the children to obey him.

Motor Coordination

S. was not skillful in large-muscle coordination-- she climbed very cautiously, for example. Conversely, an observer related in a diary record (see Appendix) of November 24, 1958 that S. displayed good small-muscle coordination. After coloring the first page with alternately colored lines, S. turned the paper over and drew a large circle with smaller ones inside (the observer commented it was a good circle). She tried drawing circles using both hands at the same time, but went back to using one hand.

In the second year of nursery school, S. was said in a diary record on November 11, 1959 to display excellent small-muscle coordination when she succeeded in pinning two small safety pins on the front of her dress. Another example occurred on November 18, 1959 as she folded a piece of paper to make a fan for a peer.

Similarly, on October 27, 1960, a diary record noted that in kindergarten S. was making a paper mask. After cutting out the mask, she skillfully cut a fringe along the edge of the mask. Again, according to a diary record of February 23, 1961, S. drew a large house with many windows;

she put a scalloped trim around the windows and door and then colored in the windows with a purple crayon. Still another example of small-muscle coordination occurred in a record of May 18, 1961. The subject folded a piece of paper she had colored to make a "mouth" to fit on her hand, and while explaining how to use it, she demonstrated to another girl.

Attention Span

Throughout the diary records, it was noted that S. had a rather long attention span, especially in art work, with which she spent most of her time. An observer related in a diary record of November 11, 1959, taken during the second year of nursery school, S.'s frustration in putting a puzzle together. Unable to get some pieces to fit, S. stamped her feet very fast on the floor saying, "aaggh." Nevertheless, she continued working until she succeeded in completing it.

Language Development

A teacher reported in a progress report in the Spring of 1959, while S. was in her first year of nursery school, that she "loves to 'chat' with adults; her conversation is quite detailed." Another teacher commented in a progress report of January, 1960 that in the second year of nursery school, S.'s "speech is well'developed, adequate to her needs,

and she uses it for social contacts . . . when talking she uses her hands to describe her feelings and her eyes sparkle with enthusiasm."

It was apparent that S. used her entire body to supplement her conversation, as disclosed by a diary record of November 18, 1959. S. was telling another girl, "we saw a light in the sky and we called the airport, but they didn't know what it was." The observer remarked that S. used her hands, head, and made many faces in telling the story.

Problem Solving

Over a period of time, the subject showed a definite change in methods of solving her problems. When S. first entered nursery school, a diary record of October 23, 1958 stated that S. was sitting on the edge of the sandbox watching other children, when a boy hit her. She cried and walked down to a teacher, who picked her up and comforted her. Again, from a diary record of April 7, 1959, when a boy grabbed a pan S. had been using, she held on until a teacher stepped in. The boy then grabbed her spoon, but S. ran after him and gained possession of it once more.

In the second year of nursery school, S. appeared to have become more aggressive. On September 28, 1959, the subject was pushing a doll carriage around the room and when another girl got in her way, S. proceeded to push her down.

A diary record taken in kindergarten on May 18, 1961, indicates that S. had learned to talk over the problems with her peers. S. had just sat down in a chair when a boy approached and announced that it was his seat. S. replied calmly, "Un-huh, but J. has to move down." The boy insisted upon having his seat and the subject retorted defiantly, "J. won't move down!" The teacher stepped in to help solve the problem by adding a chair.

Concepts

The only evidence of a concept, as such, was found in a kindergarten diary record of February 23, 1961. S. displayed the concept of time when, in tying her shoe, she recounted, "I learned to tie my shoes when I was three (she held up three fingers)."

Sociability and Relationships With Other Children In the First Year of Nursery School

The sociability with other children record (see Appendix) of March, 1959, described the subject as able to "make friends easily with other children," but said she "has two particular friends (own sex, opposite sex) whom she admires very much," and is "not jealous if other children play with her particular friends." The report went on to state that S. "tries to make entry into a group of children but fails."

When she does succeed, S. "contributes to the ideas of the group though not a leader (cooperative companion)."

"Usually pleasant with other children," S. "has a rather placid attitude toward other children; neither likes nor dislikes them to any degree," but "seldom quarrels with other children over trivial matters." The subject "seldom talks to other children" and is "generous in letting other children share activities and possessions."

The relationships with other children record (see Appendix) of March, 1959 showed that S. "generally submits to any child who takes the initiative." An observer in a diary record on December 8, 1958, stated that S. "does not initiate play . . . most agreeable to anything C. (girl) suggests . . . gives in to C. (girl)."

S. was further described as being a "follower in one specific group only;" "definitely schemes to get others to carry out her plans;" "gets willing cooperation easily." The fact that the subject "hesitates to initiate activity" was evident throughout the diary records, since she frequently sat watching the other children at play.

While S. "usually follows the ideas of others for activity," she "can take the initiative if it is absolutely necessary," but "does not push the issue in case of opposition." This was quite obvious in a diary record of December 8, 1958. S. was playing with another girl, who was decidedly the leader. At first, S. followed the suggestions of the

girl, but when the subject had an idea for activity, the other girl refused; and S. did not push the issue.

Relationships With Adults In First Year of Nursery School

S. was described in the March, 1959 relationships with adults record (see Appendix) as "cooperative": she "adds cooperative additions to the suggestions," but "resists if suggestion is not about the things she herself has planned." While S. "comes quickly if called" and "responds without undue delay to authority," she "resists only when in a particular mood."

A teacher in the Spring 1959 progress report related that S. "loves to 'chat' with adults, her conversation is quite detailed. Warm and friendly relationship with adults."

First Year Nursery School Teacher Progress Report

A teacher in the Spring of 1959 reported that S. seems a bit shy at first but quite a conversationalist when warmed up . . . a smile is the closest kind of discipline that has been necessary. Has adapted well to group procedures and routines. Loves stories and music. Does more solitary play. When playing in a group she generally uses her own ideas. All of her play is extremely feminine. Participates in much art work, water play, and doll play. Quiet activities. Quite friendly with other children. She seems to be accepted in any group. Enjoys solitary play. Spends much of her time observing others. Seems to lack energy at times. In general seems to feel happy and content with her own development.

Sociability and Relationships With Other Children In the
Second Year of Nursery School

In the second year of nursery school S. was reported by one teacher in the sociability with other children record (see Appendix) of February 10, 1960 as being able to "make friends with any child who happens to be around her" and "has a pleasant manner of securing cooperation from other children." S. "is a good sport when she loses to some other child," "is affectionate toward other children," and "is not jealous if other children play with her particular friends."

On May 25, 1960 another teacher in the same report noted that S. "assumes a protective attitude toward other children (both of the same sex and of the opposite sex)"; she was said to be "very thoughtful of other children" and "talks to other children a great deal."

Both teachers agreed that the subject "makes friends easily with other children," that she was "usually pleasant with other children," and that she "contributed to the ideas of the group though not a leader (cooperative companion)." They continued by saying that S. was "sympathetic toward other children"; "seldom quarrels with other children over trivial matters" and was "generous in letting other children share activities and possessions."

The February 10, 1960 relationships with other children record (see Appendix) reported that S. "stands aside to

let others participate."

However, on May 24, 1960, another teacher reported that while S. "usually takes the initiative" and "usually leads a small group," she "submits occasionally to some other child," but can "lead or follow as the occasion demands." S. "usually has her own ideas for activity" was the only item on which both teachers were in agreement.

Relationships With Adults In Second Year of Nursery School

"Proud of her cooperation," is the way S. was described in the relationships with adults record (see Appendix) of February 10, 1960. While another teacher in the same record of May 24, 1960 recalled that the subject "resists only when in a particular mood."

Both teachers were in accord that S. was "cooperative and responsible"; "responds without undue delay to authority," and "adds cooperative additions to the suggestion."

In January, 1960, the teacher progress report stated that the subject "is friendly, warm, and cooperative with the adults at school. She enjoys people and likes to chat with her teachers and friends."

Second Year Nursery School Teacher Progress Report

The subject was described by one teacher on January, 1960 in this way

S. complies willingly with group procedures and routines. She enjoys stories although she finds it difficult to listen without interrupting frequently to share bits of knowledge she has gathered. She joins in periods of singing and in all rhythmic activities. She dislikes being hurried and wants to have plenty of time to do all routine activities well and to complete them. She is quite independent and needs little individual help.

S. has a nice way with her friends. She is not a group leader but can lead one child at a time.

She uses materials in her play; dough clay, crayons, paper, dolls, blocks, et cetera. She has many interests and is able to occupy herself readily . . . She is quite chatty with children and adults.

Her physical development is quite adequate for her needs. She participates in vigorous outdoor play as well as quiet play and enjoys both.

S. is happy with friends but also likes to play alone at times. She seems quite satisfied with her capabilities. She is not self-conscious or fearful. She seldom cries and has no nervous mannerisms.

Follow-up Parent Interview

Important happenings during the past year, as revealed by the follow-up parent interview of May 17, 1960, included another trip to the mountains and the purchase of a new car.

Since S. had aged out of nursery school, she had stayed home, but planned to enter a church kindergarten in the fall. Mrs. P. had planned to have several different children over to play at first until she became adjusted; S. therefore did not really miss nursery school as much as, perhaps, others. Then too, she played with children from the nursery school in the afternoons.

Mrs. P. felt that S. had gone into a "babyish" state at times, which had possibly been picked up from her playmates. On the other hand, the mother felt that the subject had become more independent, possibly because of the older children in the family. There were times, however, when they seemed to irritate each other. "S. has grown normally in the past year--gradually; no spurts of growth," commented Mrs. P.

An outline of a typical day's schedule for S. was

8:00	get up
8:15-8:30	breakfast
	leave for school
12:30	home from school
	short rest (or snack)
	play period
3:30	go with mother to appointments, et cetera
5:00	occasionally watch television
6:00-7:00	dinner
7:30-8:30	bathe and go to bed

Besides being alternately quiet and active, S.'s play at home had also become self-initiated. Her playmates included her twin, and a five year old neighbor boy and girl. S. was reportedly usually a follower, but did lead frequently, depending upon with whom she played.

S. had taken on several home responsibilities in the past year. She took care of pets (chicken now) and picked up her own toys.

The behavior which had remained of special concern had been S.'s stubbornness at times. She reportedly had small temper tantrums occasionally, which Mrs. P. ignored. Being

told to do something and refusing to carry it out was the situation which most often led to difficulties with the child. Mrs. P. related that S. was most often punished for "refusing to obey instructions."

Mr. and Mrs. P. have been pleased most with S.'s "sweet disposition . . . is cuddly, lovable, and feminine." Mrs. P. also added that she loved to dress S.

When asked if S. were easily upset or disturbed when things went wrong, Mrs. P. replied that S. "is very neat and orderly--wants things done like she thinks they should be--often gets upset about this."

The older brother and sister still tried to boss S. and her twin and, while they loved S., they thought she was a "brat" at times. S. and her twin continued to vie for the mother's attention and the subject had become attached to the mother, instead of the twin.

Methods of discipline most often used with S. were: assistance, praising, rewarding, reasoning, preparing child in advance, depriving of pleasure, and isolating. The parents were reported to be more in agreement recently on ideas of discipline and punishment, but the father remained the more stern.

Activities jointly engaged in by members of the family and the child were:

- a. father and child--seldom;

- b. mother and child--marketing, errands; car pools;
- c. siblings and child--swimming together in summer;
- d. family all together--on Sundays go riding, visiting, trips to park and special family events at the Country Club.

Kindergarten Experience

No drastic changes occurred upon S.'s entrance into kindergarten. The subject, as revealed by the diary records, remained very interested and quite capable in art work. S. was accepted by the group, as indicated, for example, by the diary record of May 18, 1961, when she was chosen by her peers a number of times for various activities. S. seemed to be a favorite of several boys, as revealed by two diary records. On October 27, 1960, a boy saved a chair for her at circle time and later chose her in a game. The second instance, recorded on February 23, 1961, found two boys crowded around the subject at circle time, but when S. showed more interest in one, the other boy left. The observer related that S. "scowled and howled briefly." An observer noted in a diary record of October 27, 1960 that S. "enjoys singing and cooperates in these activities.

The subject remained cooperative and responsive to authority, as a diary record of May 18, 1961 indicated. Five girls were imitating S., who was going down the slide

in various positions. When the teacher explained to S. why it was not safe to go down this way, S. smiled and went down feet-first. Later, in the same record, S. displayed affection for an adult, when she ran to a teacher--arms outspread and jumping into the teacher's arms, she hugged her.

Follow-up Parent Interview

The April 25, 1961 follow-up parent interview (see Appendix) reviewed the important happenings during the past year. S. and her twin had been separated for the first time when on a trip to the mountains; they had each spent a week with relatives. Mrs. P. recalled, "they each enjoyed being the center of attraction alone." It had worked out so well that the mother indicated plans to try it again. The other event had been that S. had started kindergarten.

Significant changes in the subject as described by the mother were that S. "talks more than she did; easier to discipline--easier to reason with; bigger and louder cries and tears." Mrs. P. added that the subject was a sound sleeper and slept longer than her twin; wet the bed occasionally.

The only change which had occurred in the outline of a typical day's schedule for S. had been the fact that she was now home at 12:15 in the afternoons and had lunch at home; she snacked around 3:30 in the afternoon.

While S.'s play at home remained active, quiet, and energetic, it had started to become self-initiated, but not as much so as was her twin's play.

A decided alteration in both the number and ages of S.'s playmates had also occurred. She now played with six boys, ranging in age from ten to three years, and two girls aged six and two years. Mrs. P. commented that "they play well together; S. plays mostly with boys."

Space for play, play opportunities, and play materials remained the same. However, S. had taken on more responsibilities in the home. She helped feed the dog, make beds, pick up toys, and sometimes helped set the table and cook.

"What to wear," commented the mother, when asked what situations most often led to difficulties with S. The subject was said to have been most often punished for fussing with her twin; not wanting to wear what the mother got out and wanting to wear her oldest clothes. Mrs. P. related that she was "now trying to have a conference the night before and lay out the clothes."

S. reportedly had started fighting with her twin, but got along rather well with the older sister and brother. Nevertheless, S. had shifted in her attachment to one member of the family from the mother to the twin. There was some behavior indicating rivalry or jealousy.

Mrs. P. had added demonstrating and a rare spanking to the list of methods most often used with S. The mother

disclosed that she did not have to "speak as firmly to S. as to D. (twin)."

On ideas of discipline and punishment, the parents persisted in "not altogether" agreeing--the mother did most of the active disciplining, while the father remained more strict.

Summary

A twin, S. was a small, doll-like child who, during her first year of nursery school, engaged primarily in quiet, definitely "feminine" activities. While S. enjoyed a great deal of solitary play, she sometimes played with a small group of children. In a group situation, S.'s role was that of a follower or cooperative companion. The subject had two particular friends, a boy and a girl. She was noted to have spent much of her time watching the other children. Shy at first, her response to adults was cooperative, warm, and friendly. S. was dependent upon adult assistance in difficult situations. The subject was hesitant in making suggestions and usually submitted to other children.

S. appeared to be more aggressive in her relations with her peers the second year of nursery school and was not as dependent upon adults in solving her problems. Although S. remained primarily a cooperative companion, she was able to lead a small group of children and only occasionally

submitted to another child. However, S. still enjoyed solitary activities. S.'s intelligence quotient increased seven points--from "above average" to around the "superior" level.

When the subject "aged out" of nursery school, she and her twin stayed at home for the remaining portion of the year, but entered a church kindergarten in the fall. No drastic changes occurred in S. during her kindergarten experience. S. remained very interested and quite capable in art work. She had become, however, a "favorite" of several of the boys. The subject continued to be cooperative and responsive; she sustained a warm and friendly attitude toward adults.

CHAPTER 5

THE CASE OF J. W.

Physical Appearance

The description given of J. when he entered nursery school was: fair-complexion; oval-shaped head; thick, straight, light brown hair; wore glasses; small build, with narrow shoulders; straight posture; fairly skillful for age, and had an average amount of energy (see Figure 7). He was also average in height and weight (see Figure 8).

Intelligence Quotient

The first Binet was administered to J. when he was four years of age and his I.Q. was 117. An observer noted that J. answered the vocabulary test very quickly and although he became very restless, he continued with his quick response. Tested at the age of five, his Binet I.Q. was 140. The third Binet was given when J. was six years of age, when his I.Q. was 153. It was observed by a recorder that every task was accompanied by an explanation. Later his mother recalled that J. had said that the test was "boring" and the only part he liked was the question "what is foolish."

Family Information

The W. family have for five and a half years resided

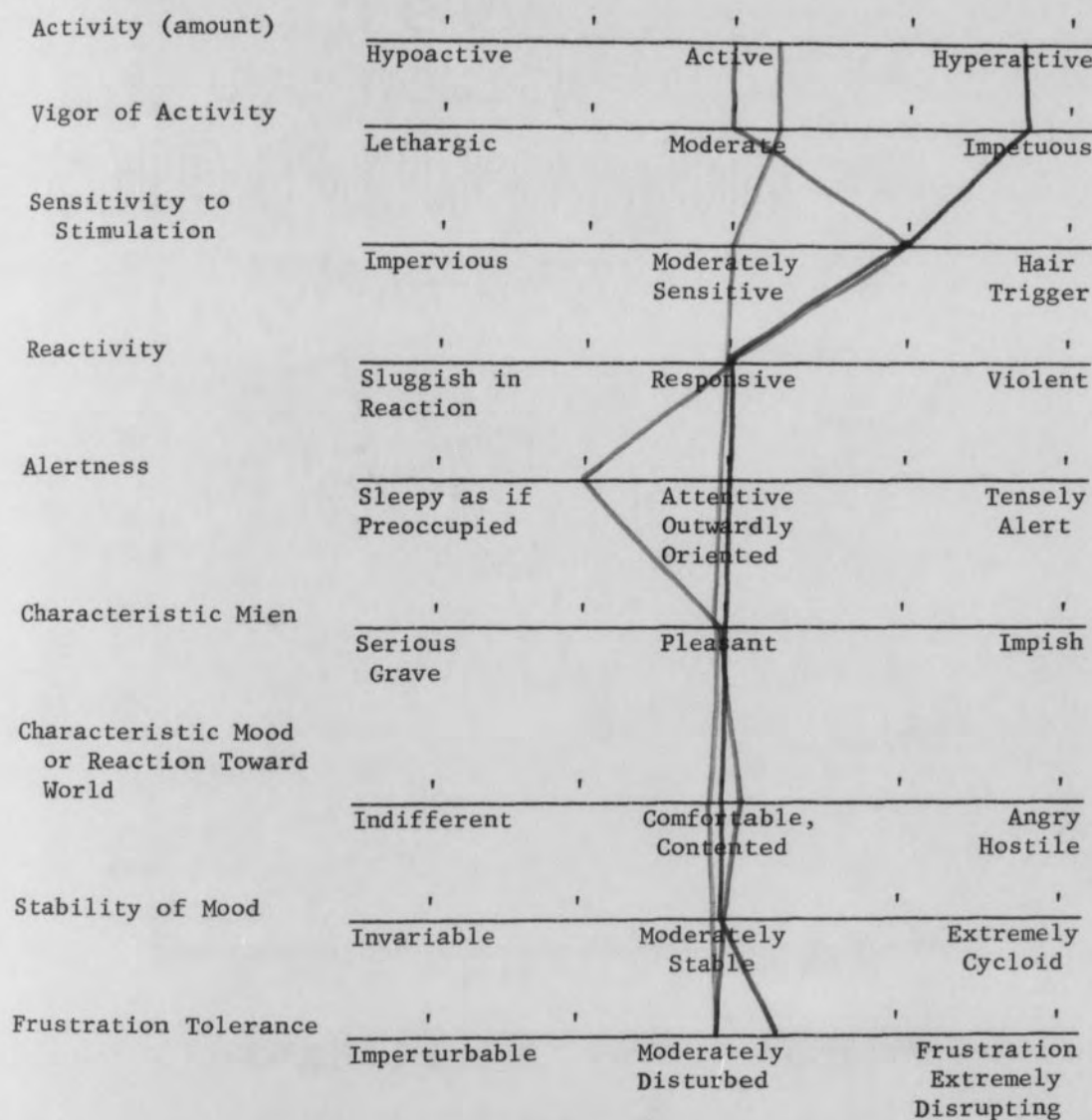


Figure 7

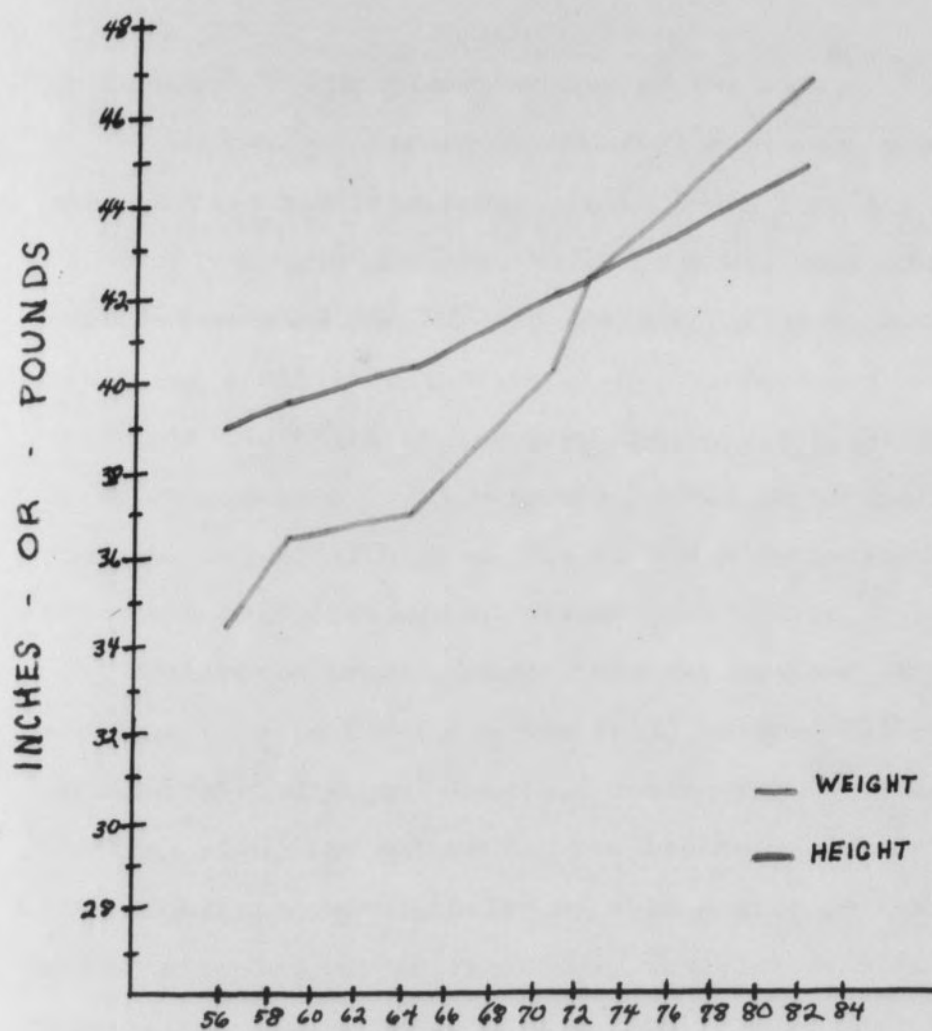
BEHAVIOR PROFILE OF J. W.

Key:

— Teacher
April, 1959

— Teacher
February, 1960

— Teacher
May, 1960



CHRONOLOGICAL AGE - MONTHS

FIGURE 8

HEIGHT AND WEIGHT OF J.W

in an upper middle class section of the city.

Mr. W., a self-employed civil engineer, was the only male in five siblings from a small South Carolina town. Reportedly in good health, Mr. W. was six feet and one inch tall and weighed one hundred and sixty-five pounds. After attending a military institute, Mr. W. received a Bachelor of Science in Civil Engineering degree and later a Doctor of Science degree. Aside from actively participating in professional affiliations, Mr. W. was outstanding in many civic and religious organizations.

Thirteen years younger than her husband, Mrs. W. was a slight five feet five inches tall, weighed 113 pounds, and was in reportedly good health. Coming from a small North Carolina town, the mother had two brothers and one sister. After receiving her Bachelor of Arts degree in English, the mother attended two universities, where she was enrolled in special courses in group work and religious education. Prior to marriage, Mrs. W. worked full-time in the personnel and public relations department of a nearby industry. While a full-time housewife, Mrs. W. still found time to engage in many civic, religious, and social organizations--in many of which she held positions of leadership.

The only adult living in the W. home was an eighty year old maternal grandfather who resided there for four and one half years until his death in December, 1957. Mrs. W.

recalled, "he was fond of J. and liked to read and play with him."

Other than the subject, who was the youngest member of the family, there were two brothers, aged nine and a half years and seven and a half years.

Initial Parent Interview

In the initial parent interview (see Appendix) of November 13, 1958, the mother related that J. was a lively and alert baby with an occasional tendency towards irritability and tenseness. During his first three months, J. had colic and was especially irritable at night. Many times, Mrs. W. recalled, she had to stay up at night with him; but after the colic, he was happy.

Although he was a three weeks premature baby weighing eight pounds and one ounce, J. was able to sit alone at six months, and to walk alone at twelve and one half months.

Mrs. W. commented that J. was quite independent in routine activities, but did not want to be hurried. In a diary record (see Appendix) of December 17, 1958, the observer reported that J. made no move to help himself, but waited for a teacher to help.

At four months of age, J. was discovered to have severe strabismus and atopia. A head bandage was placed on him at six months, which he took off right away. This was

replaced by a head bandage resembling a football helmet. When J. realized he had to wear the bandage, he accepted it. Then his eye became infected, but treatment lapsed for one year as the mother's father, who was living with the W. family, was very ill. Treatment was resumed in the fall of 1957 and at eighteen months J. was fitted with glasses, which were alternated with the bandage. Technically successful, the first operation on the eye was performed in March, 1958. In October of 1958 the second operation was performed, but J. had a bad reaction to the anesthetic and had to be placed in an oxygen tent; but he recovered fairly rapidly. It was learned at this time that two more operations would be necessary.

Here Mrs. W. stated that she had great difficulty getting J. to wear either the glasses or the bandage at home and that this was one reason she sent him to nursery school, where he wore them "most of the time." However, in a diary record of November 10, 1958, J. was observed to have pulled his glasses off and to have walked around swinging them by the stem. When a teacher replaced them, he immediately jerked them off again and, placing them on the table, he proceeded to look at a book.

In the usual meal set-up, J. ate upstairs alone until he was three years old, but he "now eats with the family." The mother remarked that J. talked a lot at the table, which

bothered the other children. While J. had no special eating difficulties or allergies, the mother related that he refused all cooked vegetables and fruits except spinach, but that a dislike was even developing there; he did like raw vegetables and fruits. Although the subject did not like a variety of meats, he did enjoy ground or chopped meats used in casseroles or sauces. Mrs. W. said, "the volume of food consumed during a day is, I believe, larger than that of the other two boys at the same age."

There were no special problems concerning toilet training, and the mother said that J. "was very easily trained. He trained himself when he was ready."

J. rebelled against taking an afternoon nap. He was in a room by himself, but had recently started sharing a bedroom with his seven and a half year old brother. Mrs. W. described the bedtime routine as a "battle royal at night," for J. did not want to go to bed; and although he remained awake for long periods, he had a sound sleep-pattern. The mother did not feel that J. got enough sleep, since she had to wake him up every morning.

A typical day's schedule for J. was:

7:20	got up
	dressed
7:45	breakfast
8:00-8:30	play
8:30	school
1:00	arrive home
1:00-2:00	attempts to get him to rest
2:00	outdoor play

6:15	supper
8:00	bedtime

J.'s play at home was active and energetic. He "plays well by himself and particularly loves to be outdoors," explained the mother. J. played very harmoniously with his male playmate, who was six years his elder.

Indoor space for play consisted of an upstairs playroom, while outdoor space comprised a very large play area with climbing equipment. J.'s favorite indoor activities were: looking at books, building with blocks, and playing with trucks and cars. Outdoors, he enjoyed: riding the tricycle, imaginative play, railroads, building bridges, and using tools. J. had a very large selection of play materials, and he had no restrictions on play except being careful about the street. Both parents were satisfied with play opportunities and arrangements.

No definite time was set aside for reading; Mrs. W. said she "read when she had a chance, but the older children read to him." J. reportedly enjoyed listening to records, especially "My Fair Lady." Perhaps because of his defective eye-sight, J. never watched television.

Though the subject was not punished very often, if he were, it was for defiance of parental authority. J.'s "sweet smile" pleased the mother most, while the fact that the subject was such a typical boy (two brothers were not) had been most satisfactory to the father. Predominantly

happy, contented, and easy going in most cases, J. did want, however, that things be done just right.

J. was described as being more aggressive than his two older brothers; he got into fights and would take advantage of them. There was no behavior indicating rivalry or jealousy among the siblings. The subject was said to have "adored" his father.

Assistance, suggesting, and reasoning were the only methods of discipline checked which were most often used with the child. While the father was inclined to be more strict than the mother in disciplinary measures, Mrs. W. commented that he was "very good with the children."

Activities jointly engaged in by members of the family and the subject were:

- a. mother and child--visiting the museum and reading;
- b. siblings and child--visiting museum;
- c. family all together--trips to the mountains; picnics.

Outside the home, the subject's group activities included nursery school and Sunday school. Mrs. W. remarked that J.'s reaction to the above group experiences was that he "likes people and remembers everyone's name."

In conclusion, Mrs. W. related that when J. was two years of age she had a slipped disc in her neck and was in traction for six months. The family was fortunate to have

at that time an excellent maid with a Master's degree in elementary education, who ran the house and took excellent care of J. This maid was no longer with the W. family.

One week prior to the interview, the W. family had taken, for an indefinite period of time, a nine year old boy whose home had been broken up. The other children had accepted him very well. The mother added that she felt J. "has had the least attention of all the other children except for eye care" and hoped that these experiences "will have no lasting effect on him."

Motor Coordination

In the first year of nursery school, J. was observed to have good small-muscle coordination, and in a diary record of January 5, 1959 he talked to himself as he worked a puzzle. The observer commented that J. was very much absorbed in the work, and was able to fit pieces of the man or his suit more easily than the background pieces with only color and shape to go on. On the other hand, on November 10, 1958, J. was noted to have rather poor large-muscle coordination: as J. rode the tractor, his motions were jerky, and his guidance of the tractor was unsure; he lost his balance frequently. Perhaps this was because, as was also noted, the subject just barely reached the pedals on the down stroke.

Attention Span

Throughout the diary records, J. was observed to have a long attention span--particularly where books were concerned. A teacher reported in a progress report of spring 1959 that "J. has a very long attention span . . . wanted to look at books or have a teacher read to him the greater portion of the morning."

Language Development

In the initial parent interview (see Appendix) Mrs. W. recalled that "at an early age J. was speaking distinctly--no baby talk." She also recalled that at thirty months, he always initiated grace at the table by saying, "Let's talk to Jesus." When given the first mental test, on December 9, 1958, J. reportedly answered the vocabulary test very quickly. Seeming to enjoy the sound of words, from a diary record of April 15, 1959, J. said, "Shishkabob, look what I can do--shishkabob, I can climb up the ladder . . . Don't roll over the shishkabob ladder!" Further, a teacher stated in a progress report of spring 1959 that J. "sometimes shows signs of being anxious and seems to drain these feelings verbally."

Problem Solving

Just possibly due to the ordeal with his eye, J. found that submission to peers was often the solution to a problem,

as indicated in a diary record of November 10, 1958. J. was riding the tractor when a boy stopped him, causing J. to drive into a wall. J. said, "Stop!", but seeing the boy making no move to leave, J. got off the tractor without a word. A teacher interferred and the tractor was returned to J. Again in a record taken on April 13, 1959, J. was seen to wince and back away when hit by a girl and then a boy. On January 5, 1959, he asked for adult protection saying, "Don't let anybody get rough with me 'cause I have a loose tooth."

Concepts

The concept of time was evidenced in a diary record of January 5, 1959, when the teacher asked J. if he knew that a peer had lost a tooth. J. replied, "Well, I haven't 'cause I have to wait six years." Whether J. could actually tell time then is unknown, but on April 15, 1959 he asked, "Hey, what time is it?" Without waiting for an answer, he looked at the clock and replied, "'Bout twelve o'clock;" the recorder stated that he was correct.

Sociability and Relationships With Other Children In the First Year of Nursery School

In the sociability with other children record (see Appendix) of April, 1959, one teacher described J. as being "ridiculed or 'picked on' by other children." An example

from the diary records was recorded on April 10, 1959, when a boy and girl "ganged up" on J. and pushed him into his locker. A teacher interfered and, though the two children left, J. sat looking most unhappy. The teacher further described J. as having a "pleasant manner of securing cooperation from other children"; she went on to say that he "quarrels with other children only over serious matters"; "is a good sport when he loses to some other child"; was "forgiving of other children who have hurt him, taken his belongings, et cetera"; was "generous in letting other children share activities and possessions", and was "not jealous if other children played with his particular friends."

Another teacher in the same record on February 19, 1959, observed that J. "makes friends easily with other children"; "has a rather placid attitude toward other children; neither likes nor dislikes them to any degree"; was "sympathetic toward other children", and was "very thoughtful of other children."

Both teachers were in agreement that J. was "affectionate toward other children" and while "usually pleasant with other children," he was "hesitant in making suggestions" to them.

In J.'s relationships with other children record (see Appendix) of April, 1959, one teacher reported that the subject "submits to any child who takes the initiative" and "does not defend his rights with other children." Evidence of this

was recorded in a diary record of November 10, 1958, when J. let a peer take a tractor from him, and again on April 13, 1959, when he let two children hit him and backed away, refusing to fight back. While the subject "occasionally dominates a group," he "leads or follows as the occasion demands." From a diary record of April 6, 1959, J. was observed to have directed a group of boys in imaginative play, while on April 15, 1959, he followed the suggestions of a girl on how to play a particular game.

There seemed to be some discrepancy in reports of J.'s relationships with other children, for another teacher on February 19, 1959 related that J. "submits to children of his own age (either sex)"; "submits occasionally to some other child," and "neither leads nor follows; plays alone." However, both teachers were in accord that J. "usually has his own ideas for activity."

Relationships With Adults In the First Year of Nursery School

In April, 1959, a teacher observed that in his relationships with adults (see Appendix), J. "resists only when in a particular mood." Still another teacher on February 19, 1959 remarked that the subject "accepts any command without question." Both teachers stated that J. "responds without undue delay to authority"; "comes quickly if called," and was "cooperative and responsible."

First Year Nursery School Teacher Progress Report

The spring, 1959 progress report stated that the subject was:

enthusiastic, alert, perceptive and aware; possesses very keen mind . . . seeks a warm, sustaining, friendly, and personal feeling. He is so lovable and converses in such an intelligent manner. Teachers have given him warm friendly guidance. J. is a very cooperative, reasonable child though has had a few spurts of defiance lately, but was nothing unreasonable . . . At the beginning of school he did a lot of solitary play . . . Now, possibly since the removal of the patch, he participated in pair or trio play and enjoys more aggressive activities. Seems to have good ideas that the others choose to follow . . . Some of the increasing aggression may need to be channeled into constructive activities . . . needs plenty of groupplay with his peers.

Follow-up Parent Interview

There was no follow-up parent interview covering the second year at nursery school; however, on October 6, 1959, an observer talked with Mrs. W., who related that "J. has changed since last year; has become more sure of himself." Concerning the treatment of his eye condition, the mother explained that the doctor had said that sight in the one eye was gone and they therefore need no longer bother with the patch. It had been explained to the other children in the family that they all must be very careful so that his remaining eye was not injured. The observer commented that the "mother has a very commonsense attitude and is making the best of the situation."

J. had a check-up in November, 1959, at which time the doctor decided to postpone the third operation for another year; since the sight in the bad eye was unmeasurable and it would not become worse due to the postponement. This operation was to be for cosmetic purposes--to tie the muscles together to prevent crossing.

Sociability and Relationships With Other Children In the Second Year of Nursery School

In the sociability with other children record (see Appendix) of February 10, 1960, a teacher related that J.'s "interest in other children spurs him on to activity" and while he "makes friends with any child who happens to be around him," he was "not jealous when other children played with his particular friends."

On May 25, 1960, another teacher reported that J. "has a pleasant manner of securing cooperation from other children." "Very thoughtful of other children," J. was "sympathetic" and "forgiving of other children who have hurt him, taken his belongings, et cetera."

There was agreement by both teachers that J. was "usually pleasant," and "makes friends easily with other children." He "talks to other children a great deal," and was "generous in letting other children share activities and possessions."

The February 10, 1960 relationships with other children

record (see Appendix) stated that while J. "directed all activity about him," he "dominates children less mature than himself, "insisting that other children do as he wishes," J. "fights for his place as leader" since "opposition spurs him on to greater activity."

On the same record, another teacher on May 24, 1960 reported that the subject "usually dominates a large group" and "submits to a leader only after a struggle to dominate." When "other children appeal to him to make decisions for the group," J. "usually takes the initiative."

Both teachers agreed that J. "is a leader in any group"; "gets willing cooperation easily," and "can organize the activities of a group to carry out a definite purpose." The subject "usually has his own ideas for activity," and while he "dominates children of his own age (either sex)," he "dominates other children through his wealth of ideas." J. "gives commands with an air of finality."

Relationships With Adults In Second Year of Nursery School

In the relationships with adults record (see Appendix) of February 10, 1960, and May 24, 1960, the teachers were in complete agreement that J. "responds without undue delay to authority" and while he "resists only when in a particular mood," he "experiments with new authority to see how far he can go." "Cooperative and responsible," the subject is "proud of his cooperation" and "adds cooperative additions to the

suggestion."

Second Year Nursery School Teacher Progress Report

The progress report of January, 1960 related that

J. has adapted well to the group situation. He enjoys school activities. . . He is able to carry out routine tasks with little direction or assistance . . . J. accepts group policies the way they are set up for the group. J. is a leader. He has many wonderful ideas for creative and dramatic play. He is at times demanding and domineering in his attitude toward his friends. He likes children but finds it difficult to let anyone else lead in his particular play group . . . His interests are varied; his play purposeful; his speech is spontaneous and quite adequate. He likes muscular activity and is vigorous. His development is quite adequate to his needs . . . J. doesn't always need a companion to play with, for at times he plays alone and is quite satisfied. As a rule he seems quite happy; is not timid or self-conscious. He showed hesitancy or fear twice during the past semester. The first time was when he was to go for an intelligence test with Dr. H. He was disturbed even after being reassured, because she was a doctor and he wasn't sure what she would do. The second incident occurred as we planned a trip to the college infirmary. He was hesitant about going, but had an enjoyable experience. This was undoubtedly an outcome of his experience with eye treatment.

Kindergarten Experience

At the end of the first semester, J. "aged-out" of nursery school, but attended a church kindergarten.

On January 19, 1961, the kindergarten teacher commented to an observer that she always had to take care not to let J. dominate the conversation, even though the other children were interested in what he had to say. She further remarked that the subject had very poor small-muscle coordination and

became upset "almost to the point of tears" because he did so poorly. The teacher continued by saying, "J. has many friends and plays well with others, but plays well alone also. He is very affectionate with other children and often hugs little girls and says 'I love you'--he has a different attachment each day." Evidence of this occurred in a diary record of May 9, 1961. J. was climbing on the jungle gym and seeing a girl starting to climb, he said, "Don't get on; you can't get on!" Putting his arms around her waist and lifting her off, he said, "I love you S.--I'm gonna marry you." J. then put both arms around her neck and hugged her very closely.

Follow-up Parent Interview

The mother reported in the December 7, 1960, follow-up parent interview (see Appendix) that the only important happenings in the past year had been J.'s entrance into kindergarten. "He is bored with kindergarten; the children are not interesting to him; he doesn't say anything about what he does there."

Significant changes which occurred in J. were his increase in vigor, and his enthusiasm and exuberance about everything. The mother related that the subject was "no good with his hands--doesn't use crayons." J. reportedly respected authority; he was very obedient and would follow rules, but only if they had been set in advance and were clearly understood.

J.'s daily schedule was changed only in that since he now attended kindergarten he ate lunch at home, after which he called his mother at the office, wanting to know what to do.

The subject now played with a boy a year older than he, whom J. described as "boring". Mrs. W. explained that he wanted to play with his older brother's friends.

Although space for play remained the same, J. had become interested in talking with workmen in the neighborhood. The only restriction on outdoor play was that the subject was not permitted to cross streets. J.'s favorite indoor activities still included books, while outdoors he had started riding a bike with training wheels.

While J. had not previously watched television, he had started watching the week-end football games. Mrs. W. explained that "this is an interest of his own, for other members of the family are not interested. J. gets up early on week-ends and gets the paper to 'read' the scores. He wants to play football and baseball."

The subject got along very well with his siblings, but the mother stated that there was "more friction with his nine year old brother."

Activities jointly engaged in by members of the family and the subject have increased--

- a. father and child--catching ball; roughhousing;

- b. siblings and child--nine year old brother played with J;
- c. family all together--camp in summer; museum work; attending basketball games and movies.

Mrs. W. added that J. got less of her time than any of the children, as he required less. Then too, she had started working in her husband's office. It was necessary for Mr. W. to be out of town a great deal and he had little time to spend with the children.

Summary

As an infant, J. was discovered to have had defective vision and a series of corrective operations were performed over a period of several years. It was apparent that the mother displayed a great deal of common-sense concerning J.'s defect and had an attitude of complete acceptance toward him. Upon entering nursery school, J. was noted to have had a very long attention span and wanted to look at books or have someone read to him the greater portion of the morning. He infrequently engaged in vigorous or active play. J. had his own ideas for activity, but was hesitant in making suggestions to others; he occasionally submitted to other children. It was apparent throughout the records of J.'s perception and keen awareness of all that was happening around him. Near the end of the first year, J. became more interested in other children and was more aggressive in his dealings with them. The sub-

ject had a friendly, cooperative attitude toward adult authority.

The second year of nursery school found a decidedly different J. No longer was he hesitant in contacting other children, but now tended to dominate them through his store of ideas for activity--he was definitely the leader in any group to the point of, at times, being demanding and domineering. While he remained interested in books, J.'s play was both active and quiet with a tendency toward more vigorous activities. Although the subject remained cooperative, he sometimes resisted and experimented with adult authority; he enjoyed conversing with adults.

Evidence appeared throughout the records of J.'s keen mind, not only from his language proficiency, but from the questions he asked and his ideas for activity. Intelligence test results confirmed these observations. His I.Q. increased twenty-three points from age four to age five, and an additional thirteen points from age five to age six. Thus between the ages of four and six, J.'s intelligence quotient indicated a change from "above average" to a high level in the "very superior" category.

J. "aged out" of nursery school, and entered a church kindergarten for the rest of the year. There appeared to have been little or no change in J. and his relations with peers or adults. However, the kindergarten teacher indicated she had to exercise caution in preventing J. from dominating

the conversation, even though the other children were interested in what he had to say. On the other hand, the mother reported that J. was "bored" with kindergarten and found the children uninteresting.

CHAPTER 6

THE CASE OF M. R.

Physical Appearance

M. was described as having excellent posture, possessing an average amount of energy (see Figure 9), and as being skillful in her general motor coordination. A rather lean child (see Figure 10), M. had fine, straight, and very blond hair. Her skin was fair and clear; her eyes were blue and very expressive and her head was oval-shaped. A distinguishing characteristic was the fact that she moved gracefully.

Intelligence Quotient

When M. was given the first Binet at the age of four years and one month, an observer noted that she came reluctantly since she had started to go outside to play; but she soon became interested in the test and was said to have been very cooperative. Her intelligence quotient was calculated to be 139.

At five years and one month of age, M. came very willingly to be tested. An observer described her as being very cooperative and willing to follow directions quickly and with assurance. Her Binet I.Q. was 128. At the same age, the Columbia Mental Maturity Scale was administered to the subject, on which her I. Q. was rated as 116.

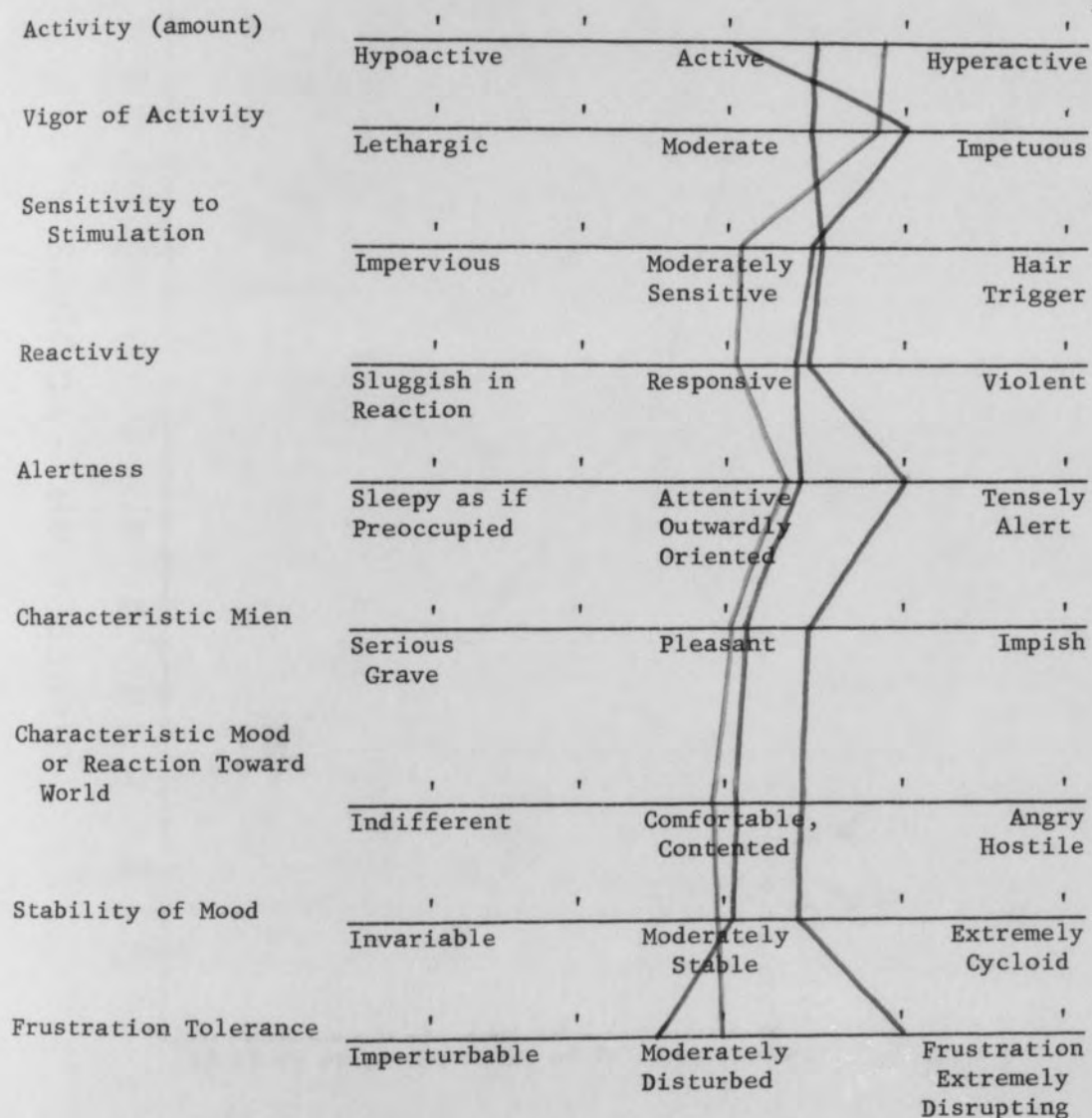


Figure 9

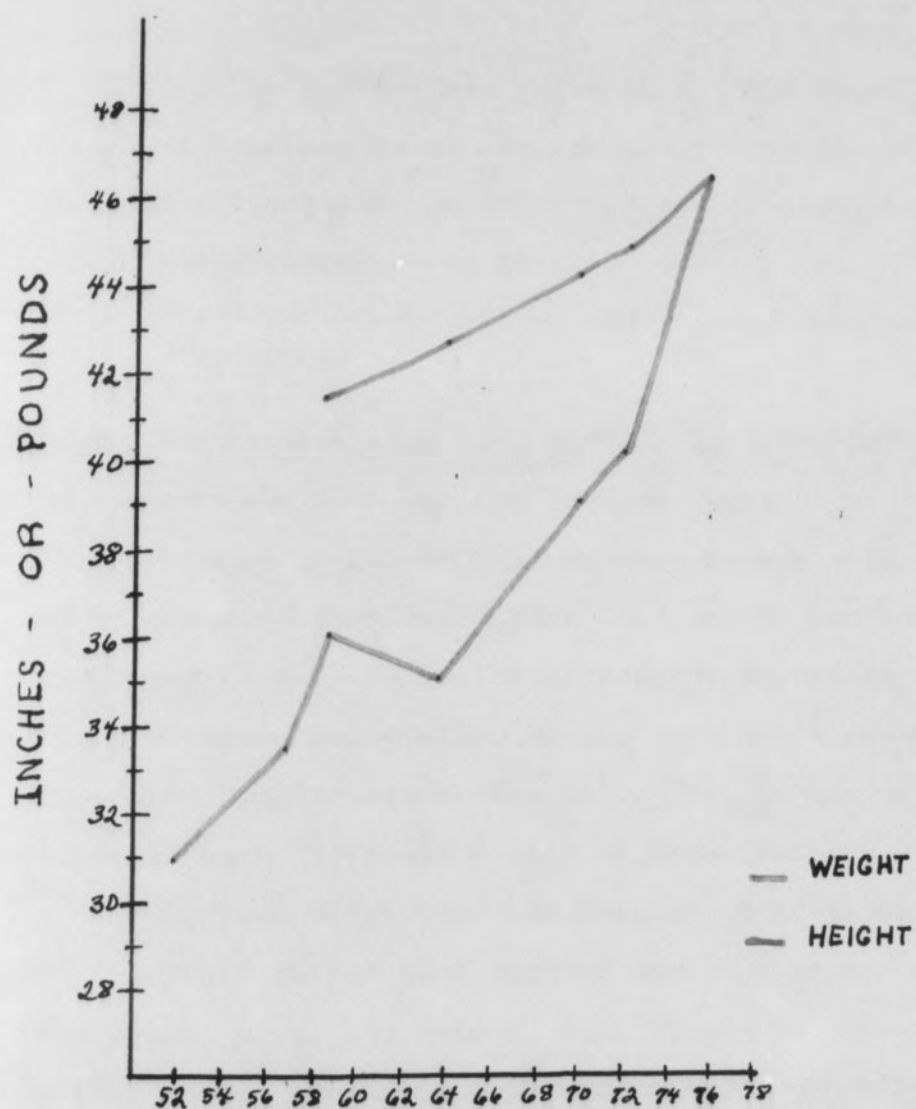
BEHAVIOR PROFILE OF M. R.

Key:

— Mother
May, 1959

— Teacher
February, 1960

— Mother
April, 1961



CHRONOLOGICAL AGE - MONTHS

FIGURE 10

HEIGHT AND WEIGHT OF M.R.

The third Binet was given to M. when she was six years and four months of age, at which time the subject was observed to be quiet, patient, and cooperative. Her calculated intelligence quotient was 113.

Family Information

The parents live in a middle class section of the city where they have resided for ten years.

An only child, Mr. R. was born in New York City. He was reportedly of average height and weight and in good health. After receiving his Bachelor of Science degree in pharmacy from a Southern university, Mr. R. has been a pharmacist in one of the drug stores in the city. Mr. R. was relatively active in both civic and religious organizations.

One year older than her husband, Mrs. R. was born in a small North Carolina town and had one brother and one sister. Of average height and weight, Mrs. R. was in reportedly good health. After attending a junior college, the mother did secretarial work. She was very active in both civic and religious organizations.

Initial Parent Interview

In the March, 1959 initial parent interview (see Appendix), the mother recalled that as a baby, M. was quiet, calm, alert, and happy. Mrs. R. said that she was scared at

first and had a nurse for the first three weeks, but that she enjoyed the subject.

M. was said to have turned over at five months of age and sat alone at seven months. While M. did not crawl, she was walking alone at twelve and a half months. The subject was not breast fed and had no trouble adjusting to solid foods, which she began taking at three weeks. M. gave up the bottle of her own accord at ten months and began drinking from the cup. While the subject was reported to have disliked eating by herself, she was glad to help herself and began feeding herself with a spoon at around two years of age.

In the usual meal set-up, the family ate breakfast and dinner together. M. had no special eating difficulties and her table behavior was very good. She was a cooperative child, and the parent's disciplining techniques included being firm and "swatting" with the fly swatter. The mother recalled that M. ate real well and would eat almost everything; she seldom ate between meals. Her choice of food in order of preference was meat, bread, potatoes, and milk.

M. was fifteen months when her toilet training was begun and it was completed at two and a half years. No difficulties or special problems were encountered.

The subject occasionally took a nap, but Mrs. R. related that she went to bed better without having taken a

nap. Sleeping with her two and a half year old sister, M. demanded no attention and went to bed very willingly. Her sleep pattern was sound and the mother felt that the subject got enough sleep.

An outline of the subject's typical day included:

7:30-8:00	got up
8:00	breakfast
	dress
	watched television
8:45	leave for school
12:30-12:45	arrived home
1:00	rest
2:00	outdoors play
5:00	watched television
5:00-6:30	dinner
7:30-8:00	bed

At home, M.'s play was quiet and self-initiated. Her playmates were two boys who were four and five years of age. Mrs. R. reported that the four year old boy was destructive, which M. did not like.

The mother stated that indoor space for play was inadequate and there were few restrictions. Outdoors there was plenty of room, but M. had to stay in her own yard. The parents were satisfied with the play arrangements and opportunities outdoors, but were dissatisfied with the indoor space, they also would have liked more play equipment.

M.'s favorite indoor activities were reading, playing records, watching television, working in the kitchen, playing house, writing, and coloring. Outdoors, she enjoyed the sandbox, the swing, and playing imaginary games.

There was no regular time for reading, but the mother usually read a story at bedtime. However, the father did read occasionally. M. was said to have liked good music--Mozart and Bach particularly, Mrs. R. sang with her. The subject spent around two hours each day viewing television. M.'s home responsibility was "picking up things."

The behavior which had been of special concern was the fact that the subject sucked her middle finger and scratched her face. The parents applied a preparation to the finger when M. was three years of age, at which time she stopped. Also, the subject had been very jealous of the younger sister and became very upset when she was fed.

Mrs. R. explained that the situation which most often led to difficulties with M. was when she was corrected, for she became very upset. She was most often punished for not obeying and for "picking on" her younger sister.

The mother had been most pleased with M.'s pleasant, sweet, affectionate personality; Mr. R. was pleased with her verbal affection, cooperative attitude, ease of disciplining, and her abilities.

Predominantly happy and contented, M. was not easily upset or disturbed when things went wrong. She did get upset when belongings were broken or when she saw someone getting hurt.

The older of the two girls, M. reportedly got along

quite well with her sibling, but there had been trouble for a while. Mrs. R. did not force M. to play with the sibling. M. was particularly attached to the mother.

Methods of guidance most often used with M. were: assistance, praising, offering choices, suggesting, demonstrating, reasoning, preparing the child in advance, diverting, ignoring (when talked ugly), threatening, scolding, and sometimes spanking. The parents agreed on ideas of discipline and punishment.

Activities jointly engaged in by members of the family and the subject included:

- a. father and child--zoo, reading, amusement park, and running errands;
- b. mother and child--Sunday school and picnics;
- c. sibling and child--records, dancing, swinging, and playing in the sandbox;
- d. family all together--week-ends and trips to New York.

M.'s group activities outside the home were nursery school and Sunday school, both of which she liked.

Motor Coordination

In the first year of nursery school, an observer noted in a diary record (see Appendix) of October 23, 1958 that M. rode the tractor with good control. The Spring, 1959 teacher progress report stated that the subject participated

a great deal in using puzzles and manipulative play; she also loved art activities and did very neat work.

An observer stated in a diary record of November 12, 1959 that in the second year of nursery school, M. displayed skill in manipulating the paint brush for small details. Again, on January 12, 1960, a diary record showed that without assistance M. built a car out of the large blocks.

A diary record taken in kindergarten on March 22, 1960, cited the teacher as saying that, contrary to Mrs. R.'s belief, M. was not ready for the first grade. She added that M. was not quite advanced enough to make clay elephants.

Attention Span

Throughout the diary records taken during M.'s first year of nursery school, she was noted to have had a rather intermittent attention span, as revealed especially in a diary record of January 5, 1959. M. sat thumbing through a book as she listened to several stories being read, but looked up and commented occasionally.

M.'s length and degree of attention span definitely increased in the second year of nursery school as evidenced by a number of diary records. An example was on October 20, 1959 and January 8, 1960 when an observer commented that M. sat listening intently to the story being read; mouth open, eyes wide, and laughing or frowning as the story dictated.

Memory

The only specific account of memory was recorded in a diary record of November 17, 1959 when M. was the only child who remembered to find the answer to a question the teacher had asked them to find the day before.

Language Development

According to the mother, M. spoke her first word at seven months and was making sentences at one year of age. A teacher related in her spring, 1959 progress report that M. "enjoys talking to adults and converses with a great deal of understanding."

A diary record of October 20, 1959 noted that M. repeated the names after the teacher in a French story and laughed as if the sound were most pleasant to the ear. Again, on October 23, 1959, the subject repeated the words and names after the teacher who was reading a story.

The teacher in M.'s second year of nursery school commented in her January, 1960 progress report that the subject's speech "is quite clear and adequate. She talks a lot and for reasons of social contact . . . She enjoys talking with her teachers on a variety of subjects."

Problem Solving

While in nursery school the first year, M. was

described in the teacher progress report of spring, 1959 as often asking "for teacher support if in a difficult situation." Evidence of this appeared in the diary record of October 23, 1958. M. was riding a tricycle around the cement area, when a boy rode over and pointing his finger as if it were a gun, charged, "you went through a red light!" M. ran crying to the teacher, who explained that the boy was playing policeman. M. watched him apprehensively and did not ride far from the teacher.

From a diary record of January 7, 1960, taken during the second year of nursery school, M. appeared to have matured considerably in her ability to solve her problems. M. was sitting beside a boy listening to a story. The boy began pushing, pulling, and tugging at M., who frowned and demanded that he leave her alone. This was effective, but not for long, so M. moved to the other side of the circle and was able to listen to the story with no interference.

Concepts

The concept of color was displayed in a diary record of April 7, 1959, when M. was coloring a picture for another girl. The subject commented, "this is gonna be real 'purdy' for you to take home. Do you like red the best?" Again on March 12, 1959, she told the teacher, "I want the orange apron that has spots on it."

In kindergarten, a diary record of March 22, 1960 revealed the subject's concept of space. M. looked up at the top of the building and said, "I wish I was way up there on top of the building; then you couldn't get me, ever." She continued looking up at the sky; then exclaimed, "Look, the building is moving!" The recorder explained, "no, actually the clouds are moving, but it makes it look as if the building is moving."

Sociability and Relationships With Other Children In the First Year of Nursery School

According to the sociability with other children record of May, 1959 (see Appendix), M. was "usually pleasant with other children," and "makes friends easily with other children"; she "has a pleasant manner of securing cooperation from other children." She "seldom quarrels with other children over trivial matters" and "talks to other children a great deal" but was "not jealous if other children play with her particular friends."

There appeared to be some difference in the records, for in the sociability record, M. was said to have been "generous in letting other children share activities and possessions," while the same teacher related in her spring progress report of 1959 that the subject "has trouble sharing her personal toys; this is probably for the protection of her possessions."

Is very concerned about keeping up with her things." However, an observer in a diary record of April 7, 1957, noted that M. was generous in sharing with two other girls a book of bird stamps she had brought from home.

The May, 1959 relationships with other children record (see Appendix) observed that while M. "leads or follows as the occasion demands," she "usually leads a small group" and "can organize the activities of a group to carry out a definite purpose"; "gets willing cooperation easily." The teacher in her spring, 1959 progress report recalled that M. was "always the leader in a group of her choice. Usually plays in trio. Dominates those in her group." However, a diary record of November 17, 1958 showed that the subject was able to follow. A boy came over to the doll corner where M. and another girl were playing and suggested that they pretend he was sick. M., smiling enthusiastically said, "all right." The boy coughed and M. got the "cough medicine," which she proceeded to give to him.

M. "definitely schemes to get others to carry out her plans"; "usually has her own ideas for activity" and "dominates other children through her wealth of ideas." "Usually takes the initiative." Evidence of M.'s wealth of ideas was shown throughout the diary records, an example being on April 22, 1959 when suddenly, in the middle of one activity, M. suggested a guessing-game using the animal cards; the other girl immedi-

ately followed her.

Relationship With Adults In the First Year of Nursery School

The May, 1959 relationships with adults record (see Appendix) related that M. was "cooperative and responsible," and "responds without undue delay to authority"--"comes quickly if called"; "resists only when in a particular mood." An observer, in a diary record of December 1, 1958, remarked that "M. seems more conscious than the other children of the presence of adults and what they are doing. Makes easy contact with adults." The observer stated again in a diary record of April 3, 1959 that M. responded quickly when called to go in for rest--she was the first child to go inside.

First Year Nursery School Teacher Progress Report

At the end of M.'s first year in nursery school, the teacher in her spring report of 1959 recounted that M. had

adapted well to group procedures and routines. She is intrigued with any activity concerning music. Not always interested in stories in the large group. Occasionally requires teacher attention at rest time. This is probably an attempt to be like the majority. She is really very cooperative . . . Enjoys all activities; seems to have an interest in everything. Participates a great deal in dramatic play, water play, puzzles, manipulative play and any very feminine activity . . . Sometimes bothered by the aggression of others. Seems to feel happy and content . . . Music and her variety of interests are definite assets. She has a jolly sense of humor, with eyes that dance in a mischievous manner. A very cooperative and dependable child.

Follow-up Parent Interview

The follow-up parent interview (see Appendix) of May 4, 1960 covered the period when M. was in the second year of nursery school and then upon "aging out" of nursery school, her attendance in a church kindergarten.

The important happening in the past year was the move of the family to a new house in September, 1959. The mother recalled that at first M. often said, "I wish we lived back in the old house." At first M. did not want to go out to play, but now everything was all right. Also in February, the mother took the two girls to her home for a visit.

Mrs. R. related that the significant changes in M. during the past year had been that she had changed in the way she acted around other people and crowds--seemed more retiring and "removed" than before; would cling to her mother. In addition, the subject was fussy and argumentative at home.

The only change which occurred in M.'s daily schedule was the fact that she now came home for lunch at 12:00 o'clock noon.

Besides being self-initiated, M.'s play at home had become active rather than quiet. There had been an increase in the number and ages of her playmates. M. now played with four girls ranging in age from four to eight years of age. Mrs. R. remarked that M. dominated the girl who was her age.

Upon moving to the new house, play opportunities and arrangements were now satisfactory to the parents. Indoors M. could play in her room, while outdoors she had a large area for play. Restrictions on play were, indoors, M. was not to play in the living room; outdoors she was not allowed to go in the street.

Other changes included the fact that M. now only spent one hour viewing television; no longer had regular home responsibilities.

Mrs. R. said that the behavior which had been of special concern had been M.'s fussing at home. Sometimes they ignored it, but the mother had had a "good talk with her." The situation which most often led to difficulties was M.'s failure to do something her mother had asked her to do.

The parents had been most pleased with the things M. did and mentioned, her appreciative attitude, and the fact that she was interesting.

M. was said to have become easily upset when things went wrong, but got over it right away. Mrs. R. remarked that M. had developed a nervous habit of waiting to go to the toilet "until the last minute"--This was ignored for some time, but then the mother started talking to her about it.

With her sibling, M. reportedly got along rather well as long as there were just the two of them. M. now had the responsibility of watching her younger sister in the yard and

and came to tell Mrs. R. if something happened. The sibling was observed to be proud and fond of M., but was sometimes unconcerned about her.

When asked if there were any behavior indicating rivalry or jealousy, Mrs. R. replied that M. "wants her share of attention." There was "some jealousy," but the parents were "careful to do some things for her."

Methods of guidance most often used with the subject remained relatively the same. "Demonstrating" and "spanking" were dropped; "some depriving of pleasure" was added to the list.

Sociability and Relationships With Other Children In the
Second Year of Nursery School

During the second year of nursery school, a teacher stated in the sociability record (see Appendix) of February, 1960, that M. "makes friends with any child who happens to be around her." The subject "seldom quarrels with other children over trivial matters" and "has a pleasant manner of securing cooperation from other children." "Interest of other children spurs her on to activity."

Another teacher in the same record of May, 1960, recalled that the subject "plays with a gang or group of specific children, refusing to play with others"; she "contributes to the ideas of the group though not a leader (cooperative com-

panion)," but that "attention from other children leads her to 'show off' or act silly." She was said to have been "sympathetic toward other children."

Both teachers agreed that M. was "usually pleasant with other children," "talks to other children a great deal," and "makes friends easily with other children."

The second year nursery school teacher in the relationship record (see Appendix) of February, 1960, reported that M. "dominates children less mature than herself." She definitely "schemes to get others to carry out a definite purpose" and "usually takes the initiative." It was evident from the diary records that M. had leadership ability, as indicated on November 19, 1959, when the observer stated that the subject displayed "definite leadership qualities; other children like and follow her suggestions." A teacher progress report of January, 1960, noted that M.'s "role in the group is that of a leader and active participator . . . She likes children and is very social in her approach and response to them."

Another teacher in May, 1960, indicated in the same record that although the subject "dominates other children through her wealth of ideas," she "leads or follows as the occasion demands," and "submits occasionally to some other child." "Opposition spurs her on to greater activity."

The teachers were in agreement that M. "usually has

her own ideas for activity" and "usually leads a small group."

Relationships With Adults In the Second Year of Nursery School

In the relationships with adults record (see Appendix) of February, 1960, the teacher related that M. "comes quickly if called" and "responds without undue delay to authority." However, in a diary record of September 28, 1959, M. was noted to have ignored adult authority. The teacher had told everyone to leave the gate to the small play yard open, but M. went straight to the gate; closed and locked it. It was then explained to M. why the gate was to be left open. M. then ran to listen to a story. However, another teacher in the same record in May, 1960, added that M. was "cooperative and responsible."

The teachers' records agreed that the subject was "proud of her cooperation" and "adds cooperative additions to the suggestions." Although M. "experiments with new authority to see how far she can go," she "resists only when in a particular mood."

In January, 1960 a teacher explained in her progress report that the subject

likes adults and shows a great deal of confidence in her approach to them. She enjoys talking with her teachers on a variety of subjects. She responds well to discipline and directions if firm and consistent.

Second Year Nursery School Teacher Progress Report

The January, 1960 teacher progress report stated

M. fits in well with the group. She loves stories and is a good listener. She often contributes little bits of information to the story. Her eyes fairly shine in anticipation of what is coming next. She likes to sing and participates enthusiastically in all rhythmic activities. She is able to abide by group policies and seldom needs much individual help. She can carry out instructions well if she so desires. At times she needs reminding . . . Her interests are quite varied. She enjoys house-keeping play a great deal when indoors. Outside she romps and plays actively . . . M.'s development is quite adequate to provide her with means of social participation in keeping with her age . . . She prefers companions but is not self-conscious or fearful. She seldom cries; has no nervous mannerisms. We find she has a good sense of humor.

Kindergarten Experience

As explained previously, M. "aged out" of nursery school and attended a church kindergarten the latter half of the year.

Sociability and Relationships With Other Children In Kindergarten

The kindergarten teacher in the April, 1960 sociability record (see Appendix) explained that while M. was "usually pleasant with other children," she "finds it difficult to approach other children and make friends," but she "has a particular friend (own sex) whom she admires very much (hero

worship)," but was "jealous if other children play with her particular friend." While the "interest of other children spurs her on to activity," she was, "so absorbed in her own ideas that she pays no attention to other children."

M. "contributes to the ideas of the group though not a leader (cooperative companion)," but was "hesitant in making suggestions to other children." "Very thoughtful of other children," the subject was "generous in letting other children share activities and possessions"; "seldom quarrels with other children over trivial matters." "Forgiving of other children who have hurt her, taken her belongings, et cetera," M. "is a good sport when she loses to some other child." No record was available of M.'s relationships with other children while in kindergarten.

Relationships With Adults In Kindergarten

M.'s relationship with adults was reported by the kindergarten teacher in April, 1960 as being "cooperative and responsible," and showing that she was "proud of her cooperation." M. "responds without undue delay to authority" and "comes quickly if called."

Follow-up Parent Interview

In the follow-up parent interview (see Appendix) of April 26, 1961, Mrs. R. recalled the important happenings

of the past year. In June the family had gone to West Point to the graduation of Mr. R.'s cousin. The parents had been very proud of the way in which the girls behaved--"like little adults." Mr. and Mrs. R. went to New York for a week during which the girls stayed with the maid. They reportedly enjoyed it and did not seem to miss their parents especially. There had been several week-end trips to Mrs. R.'s home at the shore. M. had particularly enjoyed a trip to buy peaches, which they picked from the trees.

Significant changes in M. as observed by the mother had been the fact that M. was "harder to get along with; has an argument for everything. Fussess when she doesn't get her way." The subject still took advantage of her younger sister. During the previous year M. did not like animals, but now liked them.

No change occurred in M.'s daily schedule. At home, her play was active, quiet, energetic, and self-initiated. Mrs. R. added that the subject was quiet inside, but was very active when playing outside.

M.'s playmates were three girls, from four to six years of age, and one four-year old boy. The mother related that they played well together, although M. was inclined to be the leader; the subject played very little with boys.

The parents had again become dissatisfied with the amount of space in their home. Indoor space for play included

M.'s own room and the family room. Outdoors she had a large area in back of the house. M. was restricted from playing in the living room and her parent's bedroom. Outdoors, she was confined to her own back yard, although she was allowed to ride the bicycle on a stated length of sidewalk.

The subject's favorite indoor activities were dramatic play, ballet dancing, and looking at books. Outdoors she favored riding the bicycle, skating, playing house, school, and circus.

Behavior which had been of special concern had been M.'s not wanting her sister to have anything better than she. Situations which most often led to difficulties with the subject were picking on her sibling and failing to carry out a parental request. While she was not punished much, M. was punished for "talking back" and for doing something she had been asked not to do.

Mrs. R. related that M. had a nervous habit of keeping her index finger in her mouth. M. reportedly became very excited in looking forward to an event, but she was not very excited when it actually happened. She was said to have become easily upset or disturbed sometimes. For example, she left a jonquil in the car overnight and cried when she saw it had died. Mrs. R. added that M. "gets mad easily."

A change was observed in the methods of discipline most often used with M. "Rewarding," "demonstrating," "threat-

ening," and "spanking" were either checked for the first time or were added once more.

The mother stated that while she and Mr. R. agree most of the time on ideas of discipline and punishment, he tended to be more lenient.

Besides kindergarten and Sunday school, M.'s group activities outside the home now included Bible school and dancing lessons.

Summary

M.'s first year in nursery school showed that while the subject could lead a small group of children, she was just as contented when playing alone in her many imaginative activities. M. had a wealth of ideas which she often used to dominate other children, but was met with little resistance. She was, however, dependent upon adult assistance in solving problems; M. had a warm, friendly relationship with adults and was neither selfconscious nor fearful. While M. engaged in a variety of activities, she particularly enjoyed activities which included music. The subject conversed freely with her peers and with adults on a number of subjects; her speech was clear, adequate, and used for reasons of social contact. She was reportedly cooperative and responsible.

Records of M.'s second year of nursery school indicated that the subject persisted in her friendly relationship with

peers; her store of ideas remained a definite asset. M. displayed definite leadership ability. She appeared to have matured in the manner in which she solved her problems and was no longer dependent upon adult assistance. According to the mother, M. was noted to have become shy and withdrawn in the presence of strange adults or in crowds. However, the nursery school teacher related that M. had remained friendly and confident in her approach to adults. While M. continued to be cooperative and responsible, she had started experimenting with authority to see just how far she might go.

A definite change occurred in kindergarten, for M. was observed to have had difficulty in approaching other children, and she was hesitant in making suggestions. M. had now started playing with a particular friend of her own sex, rather than a small group of children. In her response to adult authority, M. remained cooperative and responsible.

At first, M.'s intelligence quotient was in the "very superior" range, but with each test, she dropped from eleven to fifteen points. When last tested, she fell in the "above average" group.

When M. "aged out" of nursery school, she attended a church kindergarten for the remainder of the year. Perhaps somewhat over-anxious and addicted to pressure, the mother believed M. was ready to enter the first grade, but was finally convinced that M. was not ready and needed another

year of kindergarten. Consequently, M. entered a kindergarten the following year.

CHAPTER 7

SUMMARY

In this study, the problem consisted of a compilation and interpretation of the records of five preschool age children (two boys and three girls--two of whom were twins) included in a longitudinal studies program being conducted at the Woman's College of the University of North Carolina with special reference to changes and trends in personality development. It is the purpose of this study to reveal the indicated trends and changes in the five subjects studied.

The mothers of the children recorded much of the developmental and behavioral data on simplified report forms. Simple rating devices and check sheets were utilized by the teachers and research staff.

The review of literature established the longitudinal method of research as one which gives a more complete picture of the child over a period of time. Concensus of opinion seemed to be that while personality traits can be modified, certain traits which are observable in early life remain persistent through time. Nursery school experience appeared to have had a beneficial effect on children.

Of the five children studied, all were average in their physical development except for G.R., who was much larger than any of the other children and M. R., who tended to

be rather tall and thin for her age. In general motor coordination, S. P. and M. R. were skillful while D. P. was average; J. W. had rather poor general motor coordination possibly because of his eye defect. Perhaps impeded by his size, G. R. was awkward in his coordination. G. R. was overly-energetic and D. P. had less than an average amount of energy; the other subjects seemed to exhibit about average energy. J. W. was the only subject who had a physical defect, but G. R.'s size could perhaps be so considered.

The intelligence quotient of the subjects increased with each test, except for M. R., whose quotient decreased. When first tested, G. R. was "average," but increased six points to the "above average" level when tested the second time. D. P. remained in the "superior" classification; her quotient increased only two points when the second test was administered. S. P. was rated as "above average" and then increased seven points to approximately the "superior" level when again tested. However, J. W. remained in the "above average" group when tested the first two times, but with an increase of thirteen points on the third test, he was classified as "very superior." On the other hand, M. R. was termed as "very superior" when tested the first times even though her quotient dropped eleven points on the second test. When the third test was administered, her quotient was decreased by fifteen points which placed her in the "above average" level.

The amount of education of the parents of the subjects ranged from a high school education to a doctor's degree, with advanced degrees being most predominant. The number of siblings for the five children ranged from one to three.

As infants, G. R., M. R., and S. P. were said to have been calm, alert, and happy, while D. P. was active, tense, and cried a great deal; J. W. was lively and alert, but was at times irritable and tense. All the subjects were able to sit alone at around six months, except M. R. who sat alone at seven months of age. D. P. walked alone at nine months; S. P. walked at ten months, while the other subjects walked alone at twelve and a half months. Two of the children, M. R. and D. P., had reportedly good health during infancy, while the other three subjects were either quite ill or had to have surgery.

Considerable variation occurred in the toileting history of the five children. While G. R.'s training was begun at nine months, it was unsuccessful and was not completed until three years of age. However, he reportedly continued to have accidents at night. Also, although D. P. was said to have been completely trained at two years, she still had accidents at night at around five and a half years of age. No problems were encountered when M. R.'s training was begun at fifteen months, and at two and a half years she was completely trained. While the two remaining subjects were recalled to

have been easily trained, no specific time for the beginning or completion of training was reported.

A sound sleep pattern was indicated for the five subjects and all but J. W. were said to have gotten enough sleep. D. P. and J. W. resisted sleep and presented definite problems concerning bedtime; the other three subjects had cooperative attitudes. G. R. and S. P. were the only children who usually napped in the afternoons.

The language of J. W. and M. R. was clear, detailed, and fluent, but J. W. sometimes seemed to drain his feelings of anxiety through his speech. The speech of the twins, D. P. and S. P., was adequate, however, they did not talk excessively. G. R. was weak in his language development and was noted to have enjoyed using words he considered to be risqué.

D. P. was the only subject who was consistently able to solve her own problems. Domineering and very aggressive in the solution of problems, G. R. sometimes ran away from unpleasant situations, and remained this way throughout his preschool experience. S. P. and M. R. at first were dependent upon adult assistance, but became more aggressive and in kindergarten were able to talk over problems with their peers. In the first year of nursery school, J. W. was said to have submitted to other children and was dependent upon teacher support, but by the second year, he had become more aggressive and was able to discuss problems with his peers.

In his sociability with other children, G. R. was quarrelsome, rough and mean, yet affectionate in his own way. Forcing entry into a group, G. R. was frequently rejected by other children, but was unhappy if he were not playing with someone, G. R. remained substantially the same in this regard in kindergarten.

During her first year of nursery school, D. P. played alone a great deal. While somewhat unresponsive toward other children, she preferred the companionship of boys to girls. In the second year of nursery school however, she became more friendly and outgoing and began playing with a group of children. Her role was usually that of a cooperative companion; D. P. remained partial to male playmates. In kindergarten, she was not as popular as her twin.

Although friendly and pleasant with other children, S. P. played alone and watched others during her first year of nursery school. She seldom talked to other children. However, the second year she talked more and became somewhat protective and sympathetic towards other children. She remained pleasant and friendly. In kindergarten, there was little change in the subject. Popular with the children, she had become a favorite of several of the boys.

The first year in nursery school, J. W. was ridiculed and "picked on" by other children. However, he was a good sport and was forgiving of them. He was said to have been

sympathetic, thoughtful, and friendly, but hesitant in making suggestions. In the second year, the subject made friends easily and was decidedly more sociable with other children. J. W. remained substantially the same in kindergarten in his relations with his peers and reportedly had many friends.

During her first year of nursery school, M. R. was described as pleasant, cooperative, and talkative, but had difficulty in sharing possessions. She played with only one or two particular friends. Little change occurred the second year, for M. R. remained friendly, but had started playing more with groups of children. Attention from other children sometimes led her to "show off." In kindergarten, M. R. had remained friendly and cooperative, but now played with a particular girl. However, she had become more generous in sharing possessions.

In nursery school, G. R.'s relationships with other children was domineering. A good organizer and insistent on his own ideas, G. R. was a leader. He played with a specific group and was uncooperative unless he was the leader. There was relatively no change in G. R. in kindergarten and after several months, he was asked to leave.

The first year of nursery school, D. P. was noted to have played alone a great deal. She had her own ideas for activity and could initiate activity if absolutely necessary.

The second year she remained approximately the same except that she occasionally dominated a group; she could lead or follow. Although D. P. was fairly well-liked by the children in kindergarten, she was not as popular as her twin.

S. P. submitted to other children the first year of nursery school. Hesitant to make suggestions, the subject was definitely a follower. The second year, although she often stood aside and submitted occasionally to others, S. P. was able to lead a small group and had her own ideas for activity. In kindergarten, she changed very little. Accepted by the group, S. P. was a favorite of several of the boys.

There was a decided change in J. W.'s relationships with other children. In nursery school the first year, he played alone a great deal, but had his own ideas for activity. Unable to defend his rights, J. W. led or followed and frequently submitted to other children. The second year, J. W. was definitely a leader and a good organizer. He had a wealth of ideas and was insistent upon his own ideas to the point of frequently being domineering. In kindergarten the only indication of relationships was the statement of his mother that he was "bored" with the children.

M. R. had a wealth of ideas for activity and although she was able to lead or follow, she usually led a small group of children. In the second year of nursery school, M. R. became predominantly a leader, but was sometimes domineering.

Upon entering kindergarten, M. R. was observed to have had difficulty in approaching other children and was hesitant in making suggestions. She now played with a particular girl.

In his relationships with adults, G. R. resisted authority, often ran away, and pretended absorption in nursery school. He was defiant and often rebelled physically. He remained uncooperative in kindergarten, and the teacher continued to have much difficulty with him. On the other hand, S. P. remained cooperative, responsible, warm, and friendly in her relations with adults throughout her preschool experience. However, the same was not true of D. P., who underwent a considerable change. In both years of nursery school, she was warm, and usually cooperative although she lagged in following suggestions and was sometimes resistant. According to the teacher, D. P. became deliberately defiant, unresponsive, and very uncooperative in kindergarten.

M. R. and J. W. generally followed the same pattern in their relationships with adults. In nursery school, they were cooperative, responsible, warm, and friendly. However, the second year they sometimes resisted suggestions and occasionally experimented with new authority. This pattern seemed to persist throughout their preschool experience.

In this study, the writer has attempted to present a verbal picture of the five subjects. The focus has been upon those attributes and behavioral qualities which persist and

which uniquely pattern themselves to give the child his individuality and make him different from every other person. The endurance or change in personality or personality traits seemed to have been largely a matter of degree. Of the five subjects studied, no child remained absolutely constant. While there was no case of a drastic change, the change in personality traits was always in the direction of trends that had been evident yet less pronounced at an earlier stage in his development.

BIBLIOGRAPHY

A. BOOKS

- Allport, Gordon W., Personality: A Psychological Interpretation. New York: Henry Holt and Co., 1937. 583 pp.
- Breckenridge, Marian E. and E. Lee Vincent, Child Development. Philadelphia: W. B. Saunders Co., 1955. 497 pp.
- Faegre, Marion Lyon, compiler, Booklet on Personality. Saint Paul, Minnesota: reprinted by the National Farm Women's Magazine, 1932-33. 45 pp.
- Hutt, Max L. and Robert Gwyn Gibby, The Child: Development and Adjustment. Boston: Allyn and Bacon, Inc., 1959. 389 pp.
- Lee, Murray J. and Dorris M. Lee, The Child and His Development. New York: Appleton-Century-Crofts, Inc., 1958. 624 pp.
- McKinnon, Katheron Mae, Consistency and Change In Behavior Manifestations. New York: Bureau of Publications, Teachers College, Columbia University, 1942. 144 pp.
- Morgan, John J. B., Child Psychology. Third edition; New York: Farrar and Rinehart, Inc., 1942. 588 pp.
- Olson, Willard C., Child Development. Boston: D. C. Heath and Co., 1949. 417 pp.
- Prince, Morton, Clinical and Experimental Studies In Personality. Cambridge, Massachusetts: Sci-Art Publishers, 1929. 559 pp.
- Stone, Joseph and Joseph Church, Childhood and Adolescence. New York: Random House, 1957. 456 pp.
- Stott, Leland H., The Longitudinal Study of Individual Development. Detroit, Michigan: The Merrill-Palmer School, 1955. 115 pp.
- Wagoner, Lovisa C., Observation of Young Children. New York: McGraw-Hill Book Co., Inc., 1935. 293 pp.

B. PERIODICAL LITERATURE

- Allen, Robert M., "Continual Longitudinal Rorschach Study of a Child for Years 3-5," Journal of Genetic Psychology, 85: 135-49, September, 1954.
- Ames, Louise Bates, "Early Individual Differences In Visual and Motor Behavior Patterns: A Comparative Study of Two Normal Infants by the Method of Cinemanalysis," Pedagogical Seminary and Journal of Genetic Psychology, 65: 219-26, 1944.
- Bayley, Nancy, "Individual Patterns of Development," Child Development, 27: 45-74, March, 1956.
- Gesell, Arnold and Helen Thompson, "Twins T. and C. from Infancy to Adolescence: A Biogenetic Study of Individual Differences by the Method of Co-twin Control," Genetic Psychological Monograph, 24: 3-121, 1941.
- Horowitz, Eugene L. and Randolph B. Smith, "Social Relations and Personality Patterning in Preschool Children," Pedagogical Seminary, 65: 337-52, 1939.
- Koshuk, Ruth Pearson, "Developmental Records of 500 Children," Journal of Experimental Education, 16: 134-48, December, 1947.
- Neilon, Patricia, "Shirley's Babies After Fifteen Years," Journal of Genetic Psychology, 73: 175-86, 1948.
- Sherman, Mandel, "Growing Children are Studied at Washington Child Research Center," School Life, 14: 184-7, June, 1929.

C. PARTS OF SERIES

- Adler, William J., The Great Ideas: A Syntopicon of Great Books of the Western World. 51 vols.; Chicago, Illinois: Encyclopaedia Britannica, Inc., 1952. 1346 pp.
- Smith, William, editor, Dictionary of Greek and Roman Biography and Mythology. 3 vols.; Boston: Little, Brown, and Co., 1859. 1219 pp.

Shirley, Mary, The First Two Years: Personality Manifestations. 3 vols.; Minnesota: University of Minnesota Press, 1933. 228 pp.

_____, "Dialogues of Plato--The Republic II," Great Books of the Western World. 51 Vols.; Chicago, Illinois: Encyclopaedia Britannica, Inc., 1952. 814 pp.

D. PUBLICATIONS OF LEARNED ORGANIZATIONS

Kodlin, Dankward, and Donovan J. Thompson, An Appraisal of the Longitudinal Approach to Studies of Growth and Development. Lafayette, Indiana: Society for Research in Child Development, Inc., Child Development Publication, Monograph, Vol. XXIII, Serial no. 67, No. 1, 1958. 47 pp.

McFarlane, Jean, Studies in Child Guidance: I. Methodology of Data Collection and Organization. Washington, D. C.: Society for Research in Child Development, Inc., Child Development Publications, Monograph Vol. III, Serial no. 19, No. 6, 1938. 254 pp.

_____, A Healthy Personality for Every Child. Washington, D. C.: A Digest of the Fact Finding Report to the Midcentury White House Conference on Children and Youth. Health Publications Institute, Inc., Part I, 1951. 197 pp.

E. ENCYCLOPEDIA ARTICLES

Harris, Chester W., editor, Encyclopedia of Educational Research, Third edition, New York: The MacMillan Co., 1960. 1564 pp.

Rivlin, Harry N., editor, Encyclopedia of Modern Education, New York: The Philosophical Library of New York City, 1943. 902 pp.

F. UNPUBLISHED MATERIAL

Herndon, Joyce W., "Development and Testing of Records for

Longitudinal Studies." Unpublished Master's thesis,
The Consolidated University of North Carolina,
Greensboro, 1958. 95 pp.

Instructional Materials for the Teacher

1. The teacher should read the story to the class and discuss the main idea of the story.

The teacher should read the story to the class and discuss the main idea of the story.

2. The teacher should read the story to the class and discuss the main idea of the story.

Instructional Materials for the Teacher

APPENDIX

1. The teacher should read the story to the class and discuss the main idea of the story.

2. The teacher should read the story to the class and discuss the main idea of the story.

3. The teacher should read the story to the class and discuss the main idea of the story.

Instructions for Records to be filled out by the Mother

Record I. The Family Information record is to be filled out by the mother when she first brings her child into the group.

The Parent Interview blank is to be recorded by a staff member at a conference with the parent.

Record II. Shows food intake for one week and is to be completed by the mother.

It is a record of the types and amount of food eaten by the child during one week. The week chosen should be a typical one--not during an illness or under any other condition that would upset the normal intake. The kind of food and amount eaten should be recorded daily in the blank provided for each meal. Any pertinent remarks as to how the child ate--whether he had to be urged to eat or whether he ate of his own accord, whether mealtime was pleasant or not, and how the food affected him, etc., should be mentioned under the chart.

Suggestions for Indicating Amounts of Food Eaten

		<u>Examples</u>
Actual numbers	Eggs, raw fruit	1 egg, $\frac{1}{2}$ banana
Cups (standard measuring cup)	Milk, cereal, cooked fruit, vegetables, soup	1 cup milk, $\frac{1}{3}$ cup oatmeal, $\frac{1}{4}$ cup apple-sauce
Tablespoons (Tbsp.)	Meat, cottage cheese	2 Tbsp. ground beef
Teaspoons (Tsp.)	Butter	3 Tsp. butter
Slices	Bread or Toast	$1\frac{1}{2}$ slices bread
Size	Cakes, cookies, etc.	3 in. cookie 2"x2"x1" sponge cake

Record III. Food Attitudes pattern is also to be filled out by the mother.

In appropriate columns, check the food which is eaten daily, that eaten 3 or more times weekly, food dislikes (not what he is allergic to, but simply what he does not like to eat), and food skills. At the bottom of the chart, number the food listed in order of the child's preference. Also state here what should be omitted from his diet--allergies, etc.

Under food skills describe child's ability to handle eating utensils, spoon, fork, knife, cup. This will require more description for toddler than for nursery school child.

Record IV. The sleep pattern for one week should be recorded by the mother, a daily account of the amount of sleep the child has had at naptime and at night. There is a column at the right for remarks about how the child slept, including any difficulties in getting the child to bed, wakefulness during the night, bed-wetting, fretfulness, and any other information about the soundness of his sleep that would be meaningful. Space is indicated also for other general comments about his sleep that might help the teacher. Again a typical week should be chosen for collecting this data.

Instructions for records to be filled out by the mother (con't).

Record V. Emotional Behavior

Young children commonly experience many emotions during the course of a day. A mother, knowing the circumstances in most instances, can identify and name the particular emotion the child is displaying quite accurately. Among the emotions common to children of this age are general excitement, joy, mirth, affection, fear, anger, and jealousy. Please note, perhaps more carefully than you ordinarily would, each instance of emotional outburst of your child during a full 24 hour period. Record the data in each case on the sheets as indicated.

Record VI. Speech Development

Please pay particular attention to the child's vocalization, speech sounds, words, and expressions as his ability to express himself in speech develops. Carefully note the date on which each of the "indicators of progress" as listed on the record form, is first heard. If you are not sure whether you have noted a particular stage, wait until you are sure; or leave a blank for it on the record, if the child seems to have passed it up. The various "stages" may not appear in the exact order listed. Normal children vary widely as to the age at which these indications first appear. Be alert to hear them. Be quite sure you do hear them, then carefully record the date. This record is mostly applicable to toddlers who are learning to talk.

Record VII. Behavior Profile

Let each horizontal line represent the various degrees or strengths of the particular behavior tendency indicated at the left of the line. In each instance, the most desirable position on the rating continuum would be somewhere near the middle. The two ends of the line represent the less favorable extremes.

Place a dot on each line at a point which in your judgment, indicates the child's position on that particular scale. Make a "profile" by drawing lines to connect the dots.

Instructions for Records to be filled out by Nursery School Staff

Record I. Initial parent interview. This form is to be completed by the nursery school teacher during an interview with the mother of the child observed.

Record II. Follow-up interview with parents - guide for parent interviews throughout child's school attendance.

Record III. The physical appearance of the child is to be completed by the nursery school teacher. It includes:

1. The full name of the child and nickname, if he has one.
2. The date of his birth (day, month, year), his age, and the date the record is filled out.
3. The child's hair--color, texture, and any distinguishing characteristics, such as style, that might set him apart.
4. Skin--color and texture.
5. Eyes--color, whether bright, or dull, clear or inflamed, and any eye condition he might have (crossed, glasses, etc.).
6. Head--size and shape--description with unusual characteristics noted.
7. Build--whether heavy or slight, muscular or linear, tall or short for his age.
8. Posture--how he holds body (slouchy, droopy, poised, or balanced), curvature of the spine, rounded shoulders, protruding abdomen, and whether his legs are straight or bowed.
9. General motor coordination: how he handles his body--poise and control of movement, awkward or skillful.
10. Energy--over energetic, average, or lethargic; and speed of movement.
11. Any other distinguishing characteristics that would set him apart from the other children.

This record should also include a photograph of the child. The picture should be made once a year, near the child's birthday.

Record IV. A chart of the height and weight of the child. It should be recorded at 6 month intervals until child is 5 years--then every year.

Instructions for records to be filled out by nursery school staff (con't.)

Record V. Diary Record. At the top of the page indicate:

1. Name of the child
2. Recorder's name
3. Setting
4. Date

In the first column record the time of observation to the nearest minute. Each time the location or activity of the child changes, note the time again.

In the second column there should be an objective record of what the child is doing at the time indicated. It should be very descriptive. When possible, describe tone of his voice, facial expression, attitude of his body, and quality of movement. Also include (1) actual locomotion of the child, (2) where he is, (3) where he goes, (4) what he does, (5) what he says and to whom he says it. The more accurate these observations the more useful they will be.

The setting should include the situation in which the child is operating, his attitude toward materials, and the tempo of work.

The third column is space for the observer to interpret the action of the child.

Record VI. Sociability with other children. Check only those statements which you feel are really true of the child. If you are not reasonably sure, do not guess. A few true statements are better than many half-true ones.

Record VII. Relationship with other children. (Same instructions as for Record V.)

Record VIII. Relationship with adults. (Same instructions as for Record V.)

Record IX. Behavior Profile. Let each horizontal line represent the various degrees or strengths of the particular behavior tendency indicated at the left of the line. In each instance, the most desirable position on the rating continuum would be somewhere near the middle. The two ends of the line represent the less favorable extremes.

Place a dot on each line at a point which, in your judgment, indicates the child's position on the particular scale. Make a "profile" by drawing lines to connect the dots.

Record X. Mental test - to be given by expert

Record XI. Progress report by the nursery school teacher at the end of the school year.

FAMILY INFORMATION

150

CHILD'S NAME _____ SEX _____

BIRTH DATE _____ DATE _____

PARENTS:

FATHER'S NAME _____ MOTHER'S MAIDEN NAME _____

PRESENT ADDRESS _____ PHONE _____

LENGTH OF RESIDENCE AT PRESENT ADDRESS _____

FATHERMOTHER

DATE OF BIRTH _____

PLACE OF BIRTH _____

HEIGHT _____

WEIGHT _____

HEALTH _____

NO. BROTHERS _____ SISTERS _____ NO. OF BROTHERS _____ SISTERS _____

FATHER

EDUCATION: HIGH SCHOOL AND COLLEGES ATTENDED: (Indicate Below)

NAMEDEGREEMAJOR FIELD

1.

2.

3.

OCCUPATION: (Indicate Below)

A. Position held in present organization: _____

CIVIC ACTIVITY: Organization and church interests

NAME OF ORGANIZATIONCOMMITTEEOFFICE

1.

2.

3.

4.

5.

6.

FAMILY INFORMATION

150

62

CHILD'S NAME _____ SEX _____

BIRTH DATE _____ DATE _____

PARENTS:

FATHER'S NAME _____ MOTHER'S MAIDEN NAME _____

PRESENT ADDRESS _____ PHONE _____

LENGTH OF RESIDENCE AT PRESENT ADDRESS _____

FATHERMOTHER

DATE OF BIRTH _____

PLACE OF BIRTH _____

HEIGHT _____

WEIGHT _____

HEALTH _____

NO. BROTHERS _____ SISTERS _____ NO. OF BROTHERS _____ SISTERS _____

FATHER

EDUCATION: HIGH SCHOOL AND COLLEGES ATTENDED: (Indicate Below)

NAMEDEGREEMAJOR FIELD

1.

2.

3.

OCCUPATION: (Indicate Below)

Position held in present organization: _____

CIVIC ACTIVITY: Organization and church interests

NAME OF ORGANIZATIONCOMMITTEEOFFICE

1.

2.

3.

4.

5.

6.

FAMILY INFORMATION (Con't.)

MOTHER

EDUCATION: HIGH SCHOOL AND COLLEGES ATTENDED: (Indicate Below)

	<u>NAME</u>	<u>DEGREE</u>	<u>MAJOR FIELD</u>
1.			
2.			
3.			

OCCUPATION: Present or previous occupations other than housewife (Indicate part or full time)

CIVIC ACTIVITY: Organization and church interests

	<u>NAME OF ORGANIZATION</u>	<u>COMMITTEE</u>	<u>OFFICE</u>
1.			
2.			
3.			
4.			

OTHER ADULTS LIVING IN THE HOME

	<u>NAME</u>	<u>AGE</u>	<u>RELATIONSHIP TO FAMILY</u>
1.			
2.			
3.			

CHILDREN

	<u>NAME</u>	<u>AGE</u>	<u>SEX</u>
1.			
2.			
3.			
4.			
5.			

PHYSICAL CHARACTERISTICS

NAME	BIRTH DATE	DATE
<hr/>		
HAIR		
<hr/>		
SKIN		
<hr/>		
EYES		
<hr/>		
HEAD (Shape and Size)		
<hr/>		
BUILD		
<hr/>		
POSTURE		
<hr/>		
GENERAL MOTOR COORDINATION		
<hr/>		
(Skillful, awkward)		
<hr/>		
ENERGY (Over, Average, Lethargic)		
<hr/>		
OTHER DISTINGUISHING CHARACTERISTICS		
<hr/>		
<hr/>		
<hr/>		

PHOTOGRAPH

153

HEIGHT - WEIGHT

NAME

BIRTH DATE

DATE _____

AGE

HEIGHT

WEIGHT

BEHAVIOR PROFILE

Name of Child _____ Date of Birth _____ Date _____

Let each horizontal line below represent the various degrees or strengths of the particular behavior tendency indicated at the left of the line. In each instance the optimal or most desirable position on the rating continuum would be somewhere near the middle, the two ends of the line representing the less favorable extremes.

Place a dot on each line at a point which, in your judgment, indicates the child's position on that particular scale. Make a "profile" by drawing lines connecting the dots.

Activity (Amount)	_____	Hypoactive	Active	Hyperactive
Vigor of Activity	_____	Lethargic	Moderate	Impetuous
Sensitivity to Stimulation	_____	Impervious	Moderately Sensitive	Hair Trigger
Reactivity	_____	Sluggish in Reaction	Responsive	Violent
Alertness	_____	Sleepy as if Preoccupied	Attentive Outwardly Oriented	Tensely Alert
Characteristic Mien	_____	Serious Grave	Pleasant	Impish
Characteristic Mood or Reaction Toward World	_____	Indifferent	Comfortable, Contented	Angry Hostile
Stability of Mood	_____	Invariable	Moderately Stable	Extremely Cycloid
Frustration Tolerance	_____	Imperturbable	Moderately Disturbed	Frustration extremely disrupting

INITIAL PARENT INTERVIEW

Child's Name _____ Date _____ Sex _____ Birthdate _____

I. Developmental History

A. What kind of a baby was he? (Characterization) Lively, Quiet,
Calm, Alert, Over-Active, Irritable, Tense, Happy

B. Age when able to:

1. Sit alone _____
2. Creep _____
3. Walk alone _____
4. Speak first word _____
5. Feed self with spoon _____
6. Drink from cup alone _____

C. Degree of self-help and independence in routine activities.
Attitude

II. Health - Comment on health of child during infancy

III. Eating History

A. Breast fed? Weaned to bottle or cup? Any difficulties?

B. Any trouble adjusting to solid foods?

C. Usual meal set-up - With family? Child's chair and equipment?
Table behavior?

D. Any special eating difficulties - special diet? Allergies?
Special dislikes?

E. Disciplinary techniques liked?

IV. Toileting History

A. Age when training was begun
1. Bladder _____
2. Bowel _____

B. Age when training complete
1. Bladder _____
2. Bowel _____

C. How was training handled? Any Difficulties?

D. Any special problems concerning toilet training?

V. Sleep History

A. Usual nap procedure?

B. Attitude toward nap?

C. Sleeping conditions: Room alone? Quiet?

D. Usual bedtime routine?

E. Attitude toward "bedtime?"

F. Go to sleep quickly? Lie awake? Demand attention?

G. Sleep pattern - restless or sound?

H. Disciplinary techniques used?

I. Do you feel he gets enough sleep?

VI. Activity

A. Brief outline of typical day's schedule for child?

B. Is child's play at home usually active, sedentary, boisterous, quiet, energetic, self-initiated, dependent on adult direction?

C. Playmates--age? Predominant relationship with this child?

D. Space for play
1. Indoors

2. Outdoors

E. Favorite activities
1. Indoors

2. Outdoors

F. Main restrictions on play?
1. Indoors

2. Outdoors

G. Play opportunities and arrangements satisfactory to parents?

H. Many play materials? What kind?

I. Regular time for reading? How much reading do you do? Does father read? Favorite stories?

J. Contact with music? In what ways? A family interest? Special attitude or interest?

K. Time spent with television?

L. Does family take "excursions" together?

M. Does child have home responsibilities? Of what nature?

VII. Emotional

A. What behavior has been of special concern? What have you attempted to do about it?

1. What situations most often lead to difficulties with the child?

2. For what is he most often punished?

B. What about child has pleased you most? What has been most satisfactory to father?

C. Any nervous habits? Parents' attitude toward this? Handling of this?

D. Child easily upset or disturbed when things go wrong?

E. Child excitable?

F. Predominant "mood" -- Happy and content, frustrated and cross?

VIII. Family relationships

A. What is child's place in the family?

B. How does he get along with siblings?

C. Does he have responsibility for siblings in any way?

D. What is siblings' attitude toward child?

E. Amount of time spent with siblings?

F. Any behavior indicating rivalry or jealousy?

G. Any particular attachment to one member of family?

H. Check methods most often used with child:

Assistance	Demonstrating	Threatening
Praising	Reasoning	Scolding
Rewarding	Preparing child in advance	Spanking
Bribing	Diverting	Isolating
Offering choices	Cajoling	Putting to bed
Suggesting	Depriving of pleasure	Other
	Ignoring	

I. Reaction to discipline:

1. Do parents agree on ideas of discipline and punishment?

J. Living arrangements adequate and satisfactory for all members of family?

K. Comment on activities jointly engaged in by members of the family and the child (routines, reading, hobbies, excursions to zoo, museums, railroad station, airport, marketing, nature walks, etc.)

1. Father and child

2. Mother and child

3. Sibling and child

4. Family all together

L. Do one or both parents have special interests outside the home?

IX. Child's group activities outside home

1. Sunday school

2. Bible school

3. Play group

4. Child's reaction to above group experiences

FOLLOW - UP PARENT INTERVIEW

Child's Name _____ Date _____

Sex _____ Birth Date _____

- I. Important happenings in family during past year-move, new baby,
other adults in home, trips, etc?

II. Significant changes in child: personality, physical growth,
relation to other members of family, etc.?

III. Activity

A. Brief outline of typical day's schedule for child

B . Is child's Play at home usually active, sedentary, boisterous,
quiet, ene rgetic, self-initiated, dependent on adult direction?

C. Playmates--age? Predominant relationship with this child?

-4-

D. Space for play
1. Indoors

2. Outdoors

E. Favorite activities
1. Indoors

2. Outdoors

F. Main restrictions on play?
1. Indoors

2. Outdoors

G. Play opportunities and arrangements satisfactory to parents?

H. Many play materials? What kind?

I. Regular time for reading? How much reading do you do? Does father read? Favorite stories?

J. Contact with music? In what ways? A family interest? Special attitude or interest?

K. Time spent with television?

L. Does family take "excursions" together?

M. Does child have home responsibilities? Of what nature?

VII. Emotional

A. What behavior has been of special concern? What have you attempted to do about it?

1. What situations most often lead to difficulties with the child?

2. For what is he most often punished?

B. What about child has pleased you most? What has been most satisfactory to father?

C. Any nervous habits? Parents' attitude toward this? Handling of this?

D. Child easily upset or disturbed when things go wrong?

E. Child excitable?

F. Predominant "mood" -- Happy and content, frustrated and cross?

VIII. Family relationships

A. What is child's place in the family?

B. How does he get along with siblings?

-7-

C. Does he have responsibility for siblings in any way?

D. What is siblings' attitude toward child?

E. Amount of time spent with siblings?

F. Any behavior indicating rivalry or jealousy?

G. Any particular attachment to one member of family?

H. Check methods most often used with child:

Assistance	Demonstrating	Threatening
Praising	Reasoning	Scolding
Rewarding	Preparing child in advance	Spanking
Bribing	Diverting	Isolating
Offering choices	Cajoling	Putting to bed
Suggesting	Depriving of pleasure	Other
	Ignoring	

I. Reaction to discipline:

1. Do parents agree on ideas of discipline and punishment?

J. Living arrangements adequate and satisfactory for all members of family?

K. Comment on activities jointly engaged in by members of the family and the child (routines, reading, hobbies, excursions to zoo, museums, railroad station, airport, marketing, nature walks, etc.)

1. Father and child

2. Mother and child

3. Sibling and child

4. Family all together

L. Do one or both parents have special interests outside the home?

IX. Child's group activities outside home

1. Sunday school

2. Bible school

3. Play group

4. Child's reaction to above group experiences

DIARY RECORD

NAME OF CHILD

RECORDER

BIRTH DATE

DATE

SETTING

CHILD'S BEHAVIOR

OBSERVER'S INTERPRETATIONS

Name _____ Date _____ Recorder _____

Directions for Rating:

Check only those statements which you feel are really true of the child. Do not guess if you are not reasonably sure. A few true statements are better than many half-true ones.

- () -----Makes friends easily with other children.
- () -----Finds it difficult to approach other children and make friends.
- () -----Makes friends with any child who happens to be around him.
- () -----Resents interest shown by other children; wants to be left alone.
- () -----Does not respond to friendly advances.
- () -----Has a particular friend (Underline: own sex, opposite sex) whom he admires very much (hero worship or crush).
- () -----Tries to make entry into group of children but fails.
- () -----Other children refuse to play with him.
- () -----Is ridiculed or "picked on" by other children.
- () -----Unhappy if he is not playing with other children.
- () -----So absorbed in his own ideas that he pays no attention to other children.
- () -----Plays only with a gang or group of specific children, refusing to play with others.
- () -----Contributes to the ideas of the group though not a leader (cooperative companion).
- () -----Refuses to cooperate with other children unless he is the leader.
- () -----Hesitant in making suggestions to other children.
- () -----Interest of other children spurs him on to activity.
- () -----Assumes a protective attitude toward other children (Underline: same sex, opposite sex).
- () -----Usually pleasant with other children.
- () -----Often abrupt and surly with other children.
- () -----Has a pleasant manner of securing cooperation from other children.
- () -----Has strong likes and dislikes for other children.
- () -----Has rather placid attitude toward other children; neither likes nor dislikes them to any degree.
- () -----Quarrels with other children only over serious matters.
- () -----Quarrels with other children often over trivial matters.
- () -----Seldom quarrels with other children over trivial matters.
- () -----Picks on one particular child.
- () -----Rough and mean with other children.
- () -----Teases or torments younger children.
- () -----Hurts other children often through carelessness.
- () -----Impatient with other children.
- () -----Enjoys seeing other children reprimanded.
- () -----Ridicules other children.
- () -----Very critical of other children.
- () -----Is a good sport when he loses to some other child.
- () -----Sympathetic toward other children.
- () -----Affectionate toward other children.
- () -----Very thoughtful of other children.
- () -----Tries to help the smaller children.
- () -----Resents aid from other children.
- () -----Forgiving of other children who have hurt him, taken his belongings, etc.

SOCIABILITY WITH OTHER CHILDREN
Cont'd

- ()-----Tries to get even with a child with whom he is angry.
- ()-----Talks to other children a great deal.
- ()-----Seldom talks to other children.
- ()-----Cries easily when playing with other children.
- ()-----Generous in letting other children share activities and possessions.
- ()-----Selfish with other children; does not want to share possessions or let them enter into his activities.
- ()-----Does not want other children to get attention from adults.
- ()-----Attention from other children leads him to "show off" or act silly.
- ()-----Jealous if other children play with a specific child whom he likes very much.
- ()-----Not jealous if other children play with his particular friends.

Used by permission of Merrill-Palmer

Name _____ Date _____ Recorder _____

Directions for Rating:

Check only those statements which you feel are really true of the child. Do not guess if you are not reasonably sure. A few true statements are better than many half-true ones.

- () -----Submits to any child who takes the initiative.
- () -----Even submits to younger children.
- () -----Submits to children of his own age (either sex).
- () -----Dominates children less mature than himself.
- () -----Dominates children of his own age (either sex).
- () -----Dominates children more mature than himself.
- () -----Will submit to a specific child only.
- () -----Submits occasionally to some other child.
- () -----Dominates a specific child only.
- () -----Submits to a leader only after a struggle to dominate.
- () -----Is a follower in one specific group only.
- () -----Occasionally dominates a group.
- () -----Dominates a specific group only.
- () -----Usually leads a small group.
- () -----Usually dominates a large group.
- () -----Decides who shall participate in the group activities.
- () -----Can organize the activities of a group to carry out a definite purpose.
- () -----Is a leader in any group.
- () -----Directs all activity about him.
- () -----Leads or follows as the occasion demands.
- () -----Neither leads nor follows; plays alone.
- () -----Dominates other children by having greater material possessions which they covet.
- () -----Other children make many appeals to him for information.
- () -----Dominates other children through his ability to talk effectively.
- () -----Other children appeal to him to make decisions for the group.
- () -----Dominates other children through their love or admiration for him.
- () -----Dominates other children through his wealth of ideas.
- () -----Definitely schemes to get others to carry out his plans.
- () -----Gives commands with an air of finality.
- () -----Helpless unless someone organizes activity for him.
- () -----Hesitates to initiate activity.
- () -----Hesitates to make suggestions to other children.
- () -----Usually follows the ideas of others for activity.
- () -----Usually has his own ideas for activity.
- () -----Can take the initiative if it is absolutely necessary.
- () -----Usually takes the initiative.
- () -----Seeks the approval of the leader before he acts.
- () -----Does not push the issue in case of opposition.
- () -----Stands aside to let others participate.
- () -----Fights for his place as leader.
- () -----Opposition spurs him on to greater activity.
- () -----Refuses to cooperate unless he is the leader.
- () -----Insists that other children do as he wishes.
- () -----Does not defend his own rights with other children.
- () -----Easily led into mischief by others.
- () -----Much rivalry with other children.
- () -----Fails to secure cooperation when he tries to direct activities.
- () -----Gets willing cooperation easily.

RELATIONSHIPS WITH ADULTS

Name _____ Date _____ Recorder _____

Directions for Rating:

Check only those statements which you feel are really true of the child. Do not guess if you are not reasonably sure. A few true statements are better than many half-true ones.

- ()-----Attempts to change conversation from suggested activity to other channels.
- ()-----Adds cooperative additions to the suggestion.
- ()-----Resists suggestion.
- ()-----Plans evasion.
- ()-----Proud of his cooperation.
- ()-----Lags in following suggestion.
- ()-----Responds without undue delay to authority.
- ()-----Cries if has to submit to authority.
- ()-----Runs away if called.
- ()-----Comes quickly if called.
- ()-----Thinks immediately of arguments against doing suggested activity.
- ()-----Contemplates suggestion a long time before acting upon it.
- ()-----Resists when required to do something new.
- ()-----Says "No" but does suggested activity.
- ()-----Says "Yes" but does not do suggested activity.
- ()-----Frowns, shrugs shoulders, pouts, or stamps foot when suggestion is made.
- ()-----Resists only when in a particular mood.
- ()-----Pretends not to hear.
- ()-----So absorbed in his own thoughts that does not comprehend.
- ()-----Defies authority.
- ()-----Accepts any command without question.
- ()-----Experiments with new authority to see how far he can go.
- ()-----Rebels physically: temper-tantrum, hitting, kicking, etc.
- ()-----Pretends absorption to evade suggestion.
- ()-----Cooperative and responsible.
- ()-----Tries to get task done by the person who suggests it.
- ()-----Follows suggestion only while teacher is in sight.
- ()-----Resists if suggestion is not about the things he himself has planned.

Used by permission of Merrill-Palmer.

FOOD INTAKE FOR ONE WEEK

NAME _____ BIRTH DATE _____ DATE _____

DAY	BREAKFAST	LUNCH	SUPPER OR DINNER	BETWEEN MEAL SNACKS
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				
REMARKS :				

FOOD ATTITUDES PATTERN*

NAME _____ BIRTHDATE _____ DATE _____

FOOD GROUP	EATEN DAILY	EATEN 3 OR MORE TIMES WEEKLY	FOOD DISLIKES	FOOD SKILLS
Fruits, raw _____				
Fruits, cooked _____				
Fruit juices _____				
Vegetables, raw _____				
Vegetables, cooked _____				
Potatoes _____				
Meat _____				
Milk _____				
Fish _____				
Cheeses _____				
Eggs _____				
Cereals _____				
Breads, crackers _____				
Butter & substitutes _____				
Ice Cream _____				
Pastry and cake _____				
Cocoa, tea, coffee _____				
Candies, sweets _____				

Favorite foods in order of preference: milk (), meat (), potatoes (),
bread (), crackers (), pastry (), leafy vegetables (), root vegetables
(), fruits (), cakes (), candy ().

Items asked for when hungry: _____

Always omits from diet: _____

*Used by permission from Merrill-Palmer.

Rater _____

SLEEP PATTERN FOR ONE WEEK

NAME _____ BIRTH DATE _____ DATE _____

DAY	NAP	NIGHT	REMARKS
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

REMARKS

Name of Child _____ Date of Birth _____

Please pay particular attention to the child's vocalizations, speech sounds, words and expressions as his ability to express himself in speech develops. Carefully note the date on which each of the "indicators of progress", as listed on the attached record form, is first heard. If you are not sure whether you have noted a particular stage, wait till you are sure, or leave a blank for it on the record if the child seems to have passed it up. The various "stages" may not appear in the exact order listed. Normal children vary widely as to the ages at which these indicators first appear. Be alert to hear them, be quite sure you do hear them, then carefully record the date.

MOTHER'S RECORD OF CHILD'S EMOTIONAL BEHAVIOR

Name of Child _____ Date of Birth _____ Date of Record _____

Young children commonly experience many emotions during the course of a day. A mother, knowing the circumstances in most instances, can identify and name the particular emotion the child is displaying quite accurately. Among the emotions common to children of this age are general excitement, joy, mirth, affection, fear, anger and jealousy. Please note, perhaps more carefully than you ordinarily would, each instance of emotional outburst or expression of your child during a full 24 hour period. Record the data in each case on the attached sheets as indicated.

NAME _____

DATE _____

Emotion	Time of Day	Object or Cause	HOW EMOTION WAS EXPRESSED		How episode was dealt with, Outcome, etc.
			Describe briefly Child's Behavior	Intensity (strong medium mild)	

Was this a typical 24 hour period as far as Child's emotional behavior is concerned? Explain.